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PLEASE RETURN Vocational Education



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Montana

5 Year Plan

Office of Public Instruction
Georgia Rice, Superintendent
Helena, Montana 59601

1978 - 1982

1978 Annual Plan

WEST MAR 4 '81
WEST AUG 5 '81



FIVE YEAR STATE PLAN
FOR VOCATIONAL EDUCATION
IN MONTANA
1978 - 1982

PREPARED BY
OFFICE OF PUBLIC INSTRUCTION
GEORGIA RICE, SUPERINTENDENT
VOCATIONAL AND OCCUPATIONAL SERVICES

OCTOBER, 1977



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FIVE YEAR STATE PLAN TABLE OF CONTENTS

PAGE i

CERTIFICATION STATEMENTS

OMB Circular A-95 Clearance	1
Certificate of Attorney General	2
Certification of State Board	3
Certification of Montana Advisory Council for Vocational Education	4
Certification by State Board of Involvement of Designated Agencies	5
Certification of State Planning Committee for Vocational Education	6
Membership of the Montana Vocational Education State Planning Council	7
Certification of Delegation by State Board	8
Certification of Equal Access	9
Certificate of Public Hearing and Public Notification	10
Certificate of Establishment of S.O.I.C.C.	11
Certificate of Establishment of Local Advisory Councils	12

GENERAL APPLICATION ASSURANCES

Administration	13
Board of Public Education to Cooperate with Montana Advisory Council for VoEd	13
Board of Public Education to Comply with Requests of the Commissioner of the Office of Education	13
Funds to be Distributed on the Basis of Annual Applications	13
Priority for Funding and Basis for Funding	14
Funding Formula	15
Assurance of Non-Supplanting of Funds	21
Fiscal Control and Fund Accounting Procedures	21
Uses of Funds	21
Assurance of Public Disclosure	22
Five Year Plan Consistent with Education of the Handicapped Act	22
Board of Public Education to Cooperate with Administrator of the National Center for Education Statistics	22
Eligibility for Participation of Students served by Indian Tribal Organizations	22

Public Hearing and Information	22
Opportunity for Hearings on Local Applications	23

ORGANIZATIONAL CHARTS

State Administration Organizational Chart for Vocational Education in Montana	26
Governance of Postsecondary Vocational - Technical Education in Montana	27

INTRODUCTION TO FIVE YEAR STATE PLAN FOR VOCATIONAL EDUCATION IN MONTANA

Philosophy of the Board of Public Education	28
State Administration	28
Efforts to Provide Vocational Education	29
Funding Priorities	30
Figure 1 - House Bill 145	31
Sources of State Funding	32
Figure 2 - Foundation Program Support Procedures	32
Legislative Finance Committee Resolution	33
Statement of Support - Honorable Thomas L. Judge, Governor of Montana	36
Figure 3 - Foundation Program Support Calculations	37
Maintenance of Effort	38
Forward Funding	38
Management Information and Manpower System	38
State Occupational Information Coordinating Committee	38
Figure 4 - Sources of State Support FY 1976-78	39
Figure 5 - Sources of State Support FY 1979	40
Figure 6 - Secondary Support	41
Figure 7 - FY 78 Allocation of Federal Funds	42
Figure 8 - FY 79 Allocation of Federal Funds	43
Figure 9 - FY 80 Allocation of Federal Funds	44
Figure 10 - FY 81 Allocation of Federal Funds	45
Figure 11 - FY 82 Allocation of Federal Funds	46
Evaluation	47
Construction	48

DEMOGRAPHIC DATA

Introduction to Demographic Data	49
Statistical Population to be Served	51
Table 1 - Statistical Population to be Served	52

Figure 12 - Population by County	54
Statewide Employment by Industry	55
Table II - Statewide Employment by Industry	56
Figure 13 - Percentage of General Unemployment by County	58
Figure 14 - Economically Depressed Areas	59
Figure 15 - Welfare Cases by County	60
Figure 16 - Percent of Families with Income Below Poverty Level by County	61
Figure 17 - Dropout Rate by County	62

CURRENT AND FUTURE JOB NEEDS

Introduction to Current and Future Job Needs	63
Table III - Current and Future Job Needs	65

FIVE YEAR GOALS, ENROLLMENTS, AND ALLOCATIONS

Introduction to Five Year Goals for Vocational Education	72
Cooperative Education Goals and Rationale	72
Policies and Procedures for Cooperative Education	74
Agriculture Education Goals and Rationale	78
Five Year Goals for Agriculture Education - Table IV	81
Distributive Education Goals and Rationale	86
Table V - Five Year Goals for Distributive Education	88
Health Occupations, Education Goals and Rationale	93
Table VI-Five Year Goals for Health Occupations Education	95
Wage Earning Home Economics Education Goals and Rationale	105
Table VII - Five Year Goals for Wage Earning Home Economics Education	108
Business and Office Education Goals and Rationale	113
Table VIII - Five Year Goals for Business and Office Education	116
Technical Education Goals and Rationale	126
Table IX - Five Year Goals for Technical Education	128
Trade and Industrial Education Goals and Rationale	136
Table X - Five Year Goals for Trade and Industrial Education	139

HUMAN POTENTIAL DEVELOPMENT

Introduction to Human Potential Development	164
Table XI - Objectives and Activities of Human Potential Development Consultants	169
Policies and Procedures to Assure Equal Access to Vocational Education Programs	174

DISADVANTAGED AND HANDICAPPED

Policies and Procedures for Disadvantaged and Handicapped Programs	176
Five Year Goals and Funding Rationale for Disadvantaged and Handicapped Programs	180

Table XII - Section 140 - Special Disadvantaged Allocations	184
Table XII - Section 120 Set-aside Disadvantaged Allocations	185
Table XIV - Section 120 Set-aside Handicapped Allocations	191

SECTION 120 - FUNDING BY PURPOSE

Section 120 - Rationale for Funding Decisions	196
Table XV - Fiscal Year 1978 - Section 120 Funding by Purpose	197
Itemization for Table XV	198
Fiscal Year 1979 Section 120	205
Itemization for Table XVI	206
Table XVII - Fiscal Year 1980 Section 120	211
Table XVIII - Fiscal Year 1981 Section 120	212
Table XIX - Fiscal Year 1982 Section 120	213
Table XX - State Administration Fiscal Years 1978-1982	214
Table XX-A State Administration by Function	215

CONSUMER AND HOMEMAKING EDUCATION

Consumer and Homemaking Education Goals and Rationale	216
Table XXI - Section 150 - Consumer and Homemaking Education, Programs, Enrollments and Allocations . . .	219

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinative Unit	224
Research, Exempolary and Innovative	226
Curriculum Development, Goals and Rationale	227
Counseling Needs Research Project	229
Table XXII - Timeline for Developing Support Services	231
Vocational Guidance Goals and Rationale	232
Vocational Education Personnel Training	234
Figure 18 - Timeline for Vocational Guidance Inservice Training	238
Table XXIII - Five Year Goals for Personnel	240
Table XXIV - Section 130 Funding by Purpose	241

SUMMARY OF ENROLLMENTS AND ALLOCATIONS

Table XXV - Total Projected Enrollments for Programs Supported by P.L. 94-482 FY 1978-82	243
Table XXI - Summary of Total Allocations by Funding Source 1978-1982	244

ANNUAL PROGRAM PLAN - 1978

Description of Funding Distribution	245
Table XXVII - Funding Distribution by School	247

APPENDIX

A. Policies Approved by the Board of Public Education	259
B. Postsecondary Vocational Technical Center Programs	263
C. Community Colleges and Northern Montana College Vocational Education Programs	265
D. Other Higher Educational Vocational Education Programs	266
E. Private Proprietary School Vocational Education Programs	268
F. State Institution Vocational Education Programs	274
G. Legislative Appropriations Report, Page 54	277
H. Legislative Appropriations Report, Page 56	278
I. Five Year Plan for Vocational Education Program Evaluation.	279
J. Activities Related to the Office of Human Potential Development	280
K. Model for Coordinator between Special Education and Vocational Education	287
L. Local Application	293
M. Coordination of Vocational Education with Career Education	330
N. Coordination of CETA Title I with Vocational Education	331
O. Bylaws of the Operations Committee of the Comprehensive Employment and Training Act of 1973.	333
P. State Occupational Information Coordinating Committee Letter of Agreement.	336
Q. Montana Advisory Council Recommendations FY 1977	341
R. Public Hearing Recommendations and Responses	342
S. Minority Reports Montana Planning Council for Vocational Education	346
Response to Minority Report	347
T. Directory of Department of Vocational and Occupational Services	348

CERTIFICATIONS

State of Montana
Office of The Governor
Helena 59601

THOMAS L. JUDGE
GOVERNOR

January 3, 1977

Ms. Georgia Rice
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

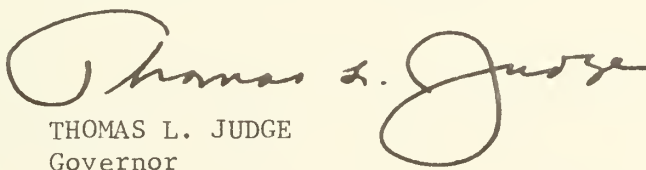
Dear Superintendent Rice:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,


THOMAS L. JUDGE
Governor

Certificate of Attorney General

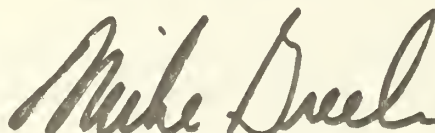
State of Montana

I hereby certify:

1. THAT the Board of Public Education is the State Board in this state within the meaning of Section 104(a)(1) of Public Law 94-482;
2. THAT said Board has the authority under State Law to submit the State Plan for the Administration of Vocational Education;
3. THAT said Board is the sole State agency responsible for the supervision of the administration of the foregoing State Plan;
4. THAT all of the provisions of the foregoing Plan can be carried out by the State and are consistent with State Law;
5. THAT the State Superintendent of Public Instruction has been duly authorized by the Board of Public Education to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

7-26-77
(date)

(signed)



Attorney General of the
State of Montana

Certification by State Board

State of Montana

I hereby certify that the attached State Plan was adopted by the Board of Public Education on July 12, 1977.

The State Plan, as submitted, is construed as a planning document rather than specific program approval for the operation and administration of the state's program established pursuant to the Vocational Education Amendment of Public Law 94-482. All information and representations contained in the Plan have been coordinated with the agencies, councils and individuals as required by law and that the final adoption has been made by the Board of Public Education.

Board of Public Education


By:

Earl J. Barlow

Chairman, Board of Public Education

7-22-77

(Date)



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

WILLIAM A. GALL
Executive Director

July 6, 1977

Mr. Earl Barlow, Chairman
Board of Public Education
C/O Browning Public Schools
Browning, Montana 59417

Dear Mr. Barlow:

The State Advisory Council for Vocational Education has been consulted in the development of the Fiscal Year 1978 State Plan for Vocational Education. The Council was represented and participated on the planning group required under Sec. 107 (a) (1) of Public Law 94-482. Representatives of the Council also attended each of the four public meetings held on the Plan. Previous to this letter Council members have submitted verbal and written statements on the Plan for consideration.

It is the understanding of the Council that this Plan may be amended at any time and will be annually updated. The Council will continue to study the Plan for possible recommendations for improvement of it toward the benefit of vocational education in Montana.

Sincerely,



Joe Renders
Council Chairman



William Korizek
Planning Committee Chairman

217 State Arsenal Building • Helena, Montana 59601 • P.O. Box 4789 • Phone 449-2013

Joseph H. Lutz

Mrs. Jane [redacted]
Gardner

Charles [redacted]
[redacted]

Patrick [redacted]
[redacted]

W. A. [redacted]

Ron Newville

Fred [redacted]
[redacted]

Phyllis [redacted]

W. [redacted]

M. [redacted]

[redacted]

Jack [redacted]
Helena

[redacted]

George [redacted]

[redacted] B. Warden

Certification by State Board of Involvement
of Designated Agencies

The State Board certifies that representatives required in Section 107(a)(1) of Public Law 94-482 have been afforded opportunity for involvement in formulation of the State Plan.

Four meetings were held as follows:

<u>Date</u>	<u>Location</u>
January 31, 1977	Helena, Montana
April 4, 1977	Helena, Montana
May 23-24, 1977	Helena, Montana
June 13, 1977	Helena, Montana

Board of Public Education

By: *Georgia Rice, Deputy*
 Georgia Rice
 Superintendent of Public Instruction
 and Executive Officer for Vocational Education

7-25-77
 (Date)

Certification of State Planning Committee
For Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at four meetings during the development of the five-year State Plan and actively participated in the development of said Plan.

<u>Signature</u>	<u>Representing</u>	<u>Date</u>
<u>Edward A. Oster</u>	<u>House District #65</u>	<u>6-13-77</u>
<u>William A. Ball</u>	<u>State Adm. Council V.E.</u>	<u>6-13-77</u>
<u>Dore E. Johnson</u>	<u>Post-Secondary Institutions</u>	<u>6-13-77</u>
<u>Lene Johnson</u>	<u>Postsecondary Voc. Ed. Directors</u>	<u>6-13-77</u>
<u>William J. Lamm</u>	<u>1202 Commission</u>	<u>6-13-77</u>
<u>Karen C. Fenton</u>	<u>Native American</u>	<u>6-13-77</u>
<u>Helen Rice</u>	<u>Vo. Ed. - HRD</u>	
<u>Burnett Johnson</u>	<u>Post-Secondary Voc. Ed. Institute</u>	<u>6-13-77</u>
<u>Robert J. McCall</u>	<u>GOVERNOR'S EMPLOYMENT</u>	
<u>Helen Maxwell</u>	<u>& TRAINING COUNCIL</u>	<u>6-13-77</u>
<u>James Golden</u>	<u>Supt. of Montana</u> (SAM)	<u>6-13-77</u>
<u>Thane Johnson</u>	<u>Vocational Teachers</u>	<u>6-13-77</u>
<u>Warren A. Ross</u>	<u>Reading & Literacy</u>	<u>6-13-77</u>
<u>Mary Leonard Connor</u>	<u>& Handicapped</u>	<u>6-13-77</u>
<u>James O. Carson</u>	<u>Western Mont. Coll.</u>	<u>6-14-77</u>
<u>Jay C. Key</u>	<u>Public School Boards</u>	<u>6-17-77</u>
	<u>Title IX (Sex Bias) Specialist</u>	<u>6-20-77</u>
	<u>Community College</u>	<u>6/23/77</u>
	<u>Secondary Voc. Teachers</u>	<u>6/29/77</u>
	<u>B. Pub. Ed.</u>	<u>6/29/77</u>

Membership of the Montana
Vocational Education State Planning Council

Pursuant to Section 107(a)(1) of Public Law 94-482, Title II of the Vocational Education Amendments of 1976, the following individuals were appointed to the Vocational Education State Planning Council as representatives of the various agencies, councils and groups specified by the Act.

<u>Name</u>	<u>Representing</u>
a) James Golden	State agency responsible for Secondary Vocational Education
b) T.E. (Gene) Downey	State agency responsible for Post-secondary Vocational Education
c) Vernon Kailey	State agency responsible for Community Colleges
d) Warren Gardner	State agency responsible for Higher Education
e) Warren H. Ross	Local school boards
f) James O. Carlson Helen Maxwell Helen Rice Duane E. Pederson	Vocational education teachers
g) Calvin G. McRae	Local school administrators
h) Bruce DeRosier	State Manpower Services Council
i) William J. Lannan	State agency for Comprehensive Planning in Postsecondary Education
j) William A. Ball	State Advisory Council for Vocational Education

The following additional membership on the State Planning Council is prescribed by the Board of Public Education as essential in meeting the state's needs in vocational education.

k) Howard Porter	Private schools of state
l) Karen C. Fenton	State's minority population
m) Mary Leonard-Connor	Women's Advocacy

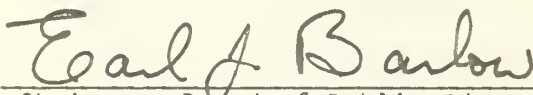
Certification of Delegation by State Board

The State Board, in accordance with State law, delegates the following duties and responsibilities to the Superintendent of Public Instruction as the Executive Officer for Vocational Education:

- (1) administer the vocational education policies adopted by the Board of Public Education;
- (2) prepare curriculum guides for Board adoption;
- (3) employ, with the confirmation of the Board, the professional staff necessary for the state supervision and administration of vocational education;
- (4) report the status of vocational education in the state of Montana when requested by the Board;
- (5) keep all vocational education records in the Superintendent's office; and
- (6) provide vocational education supervisory and consultative assistance to districts.

R.C.M. 75-7703

Board of Public Education



Chairman, Board of Public Education

Certification of Equal Access

I hereby certify that the attached Five Year State Plan for Vocational Education in Montana assures equal access to vocational education opportunities as required by Section 109 (a)(3)(B) of Public Law 94-482.

By: Mary Leonard-Connor June 27, 1977
Director, Equal Learning Opportunities Date
Program

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

Notification of public hearings was made through advance press releases to:

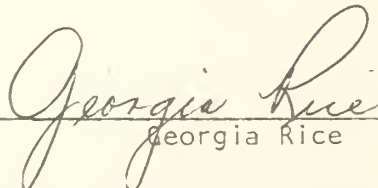
13 television stations,
42 radio stations,
12 daily newspapers, and
98 weekly newspapers in Montana.

Public hearings on the Five Year Plan for Vocational Education were held as follows:

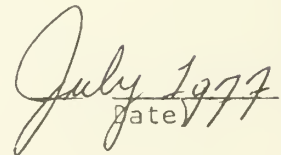
<u>Date</u>	<u>Time</u>	<u>Place</u>
June 15, 1977	7:00 p.m.	Helena
June 15, 1977	7:00 p.m.	Harre
June 15, 1977	7:00 p.m.	Miles City
June 15, 1977	7:00 p.m.	Missoula

Board of Public Education

By:


Georgia Rice

Superintendent of Public Instruction
and Executive Officer for Vocational Education


Date

Certificate of Establishment of SOICC

State of MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

- (1) Fred Barrett, Administrator
Employment Security Division
Department of Labor and Industry
- (2) Bruce DeRosier, Executive Director
Governor's Employment and Training Council
Department of Labor and Industry
- (3) W.R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services
- (4) Georgia Rice, Superintendent
Office of Public Instruction

9/22/77
(Date)

By:

Georgia Rice
(Signature)

Georgia Rice, Executive Officer

CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

We, the State Board for Vocational Education, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with section 105(g) of PL 94-482.

And further certify that each eligible recipient receiving assistance under PL 94-482 has established such councils.

Dec 14 77
(Date)

By: [Signature]
(Signature)

For: GEORGE RICE

GENERAL APPLICATION

In accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P. L. 94-482), the State of Montana does with this general application provide the following assurance:

1. That the State of Montana will provide proper and efficient administration for vocational education through the Office of Public Instruction under the governance of the Board of Public Education.
2. That the Board of Public Education will cooperate with the Montana Advisory Council for Vocational Education in carrying out its duties pursuant to Section 105 of Public Law 94-482 and the Montana Planning Council for Vocational Education.
3. That the Board of Public Education will comply with any requests of the U. S. Commissioner of Education for making such reports as the Commissioner may reasonably require to carry out his functions as outlined in Public Law 94-482.
4. That funds will be distributed to eligible recipients in Montana on the basis of annual applications which:
 - A. Have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients,
 - B. (i) Describe the vocational education needs of potential students in area of community served by the applicant, and indicate how, and to what extent, the program proposed in the application will meet such needs and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years including those required by Public Law 94-482, have been used to develop the program proposed in this application.
 - C. Describe how the activities proposed in the application relate to manpower programs conducted in the area by the Governor's Employment and Training Council to assure a coordinated approach to meeting the vocational education and training needs of the area or community.
 - D. Describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by state or local funds;

And that any eligible recipient dissatisfied with final action with respect to any application for funds under Public Law 94-482 shall be given reasonable notice and opportunity for a hearing.

5. A. That the State of Montana shall, in considering the approval of local applications, give priority to applications which:

(i) Are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without federal assistance and

(ii) Propose programs which are new to the area to be served and/or which are designed to meet new and emerging manpower needs and job opportunities in the field of energy and/or proposed programs at the postsecondary level in the field of coal mining and coal mining technology.

- B. That the State of Montana shall, in determining the amount of funds available under this Act which shall be made available to those applicants approved for funding, base such distribution on economic, social and demographic factors relating to the need for vocational education among the various populations and the various areas of the state except that:

(i) The State will use as the two most important factors in determining this distribution (1) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies and (2), in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low income families and students from families in which English is not the dominant language.

(ii) The State of Montana will not allocate such funds among eligible recipients within the state on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any recipient which is making a reasonable tax effort, solely because such recipient is unable to pay the nonfederal share of the cost of new programs.

(iii) Local applications will include total program budgets. State educational personnel will review budgets and approve certain excess costs for reimbursement. A finalized expenditure report will be the basis for reimbursement. Procedures as outlined on pages 12 through 18 will be implemented.

- C. The State of Montana shall use the following funding formula to determine the amount of funds that will be allocated to approved vocational education projects:

<u>Category</u>	<u>Formula Factors</u>	<u>Weight Applied by State</u>	<u>Points Applied</u>					<u>Total Points</u>	<u>Possible Points</u>
			<u>High</u>			<u>Low</u>			
I	Relative Financial Ability	5	5	4	3	2	1		25
II	Concentration of Low Income Families	5	5	4	3	2	1		25
III	Excess Program Costs	4	5	4	3	2	1		20
IV	Vocational Education Needs	3	5	4	3	2	1		15
V	Program Quality	2	5	4	3	2	1		10
VI	Elimination of Sex Stereotyping	1	5	4	3	2	1		5
Total Points									100

- (i) The Funding Formula will use the adjusted effort factor method of computation in determining the local educational agency's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula.

Relative Ability to Pay Factor:

$$\text{Ability to pay} = \frac{\text{School district taxable valuation per ANB}}{\text{State average taxable valuation per ANB}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted Effort to Pay Factor:

$$\text{Unadjusted effort} = \frac{\text{District revenue from local sources per ANB}}{\text{Average revenue from local sources per ANB}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or lesser than the ability to pay as compared to the average of all school districts in the state.

$$\text{Adjusted Effort Factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort to pay equal to or greater than the average.

- (a) The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Office of Public Instruction.
- (b) The five Area Vocational Centers and Community Colleges will be considered to have the same relative ability to pay as the State average.*
- (c) The following scale will be used to determine the point value of this factor for each school:

Adjusted Effort Factor Point Conversion

1.50 and above effort	5 points
1.11 - 1.49 effort	4 points
.90 - 1.10 effort	3 points
.50 -- .89 effort	2 points
.01 -- .49 effort	1 point

- (ii) The Funding Formula will give due consideration to the relative number or concentration of low-income families or individuals within such agencies. The following scale will be used to determine the point value of this factor for each school:

<u>Points</u>	<u>Percent of Families by County with Income below Poverty Level *</u>
5	16.1 percent and above
4	13.0 - 16.0 percent
3	10.6 - 12.9 percent
2	8.0 - 10.5 percent
1	.1 - 7.9 percent

* This scaling is subject to change based on new data.

- (iii) The total point value of categories I and II may then be computed by multiplying the point value of each category by a weight of five. The total possible points for each category is twenty-five.

*The five Area Vocational Centers and Community Colleges are charged by Montana law to serve the entire State. Any student from any part of the State may enroll in any of the five area centers or community colleges on an equal priority basis and at the same tuition cost. Therefore, the relative number or concentration of those students whose cost of education is higher than average is equal on a Statewide basis and is not a factor in the plan for distribution of Federal funds.

- (iv) The Funding Formual will give consideration to the following excess program costs for vocational education programs:
 - (a) Approved Equipment: Instructional equipment re-required by the local school to carry out a vocational program.
 - (b) Supplies: Supplies specifically needed by the local district to carry out its instructional vocational programs would be considered an excess cost. Supplies may include vocational education textbooks.
 - (c) Extended Contract/Coordination Time: The excess cost a local district might incur in providing supervision of work-related experiences.
 - (d) Program Related Travel: Expenses incurred by a local district in providing program related travel is considered an excess cost. Travel costs for cooperative program supervision, field trips, and other instructional activities would be included under this category.
 - (e) Contracted and/or Consulting Services: Contracted and/or consulting services necessary for program operation will be considered an excess cost. Included in this category would be such costs as service contracts, leased equipment and professional consultant help. Specifically excluded would be the cost of leased building facilities.
 - (f) Professional Expenses: Expenses incurred by vocational personnel in attending profession related conferences, workshops, and in-service training are considered an excess program cost.
- (v) The amount of points a local district would receive for excess costs in the formula would largely be determined by the amount of effort a local district is making in providing for the six factors mentioned above. These steps would be followed in determining the number of points:
 - (a) Upon receiving all project proposals for on-going programs, Office of Public Instruction staff consultants by instructional area, would review each proposal and determine which items and amounts on the budget are eligible for funding.
 - (b) Staff consultants would then determine a state average excess cost for all programs by instructional area.

- (c) Each project proposal would then be compared to the state average and points would be determined by using the following scale.

Excess Cost Scale

	<u>Point Value</u>	<u>Weight</u>	<u>Points</u>
\$6,750 and above	5	4	20
\$5,250 - \$6,749	4	4	16
\$3,750 - \$5,249	3	4	12
\$2,250 - \$3,749	2	4	8
\$ 750 - \$2,249	1	4	4

- (vi) Vocational education needs will be considered in the Funding Formula. Manpower needs, high rate of general unemployment, high school drop-out rate and economically depressed areas will be taken into account when determining the vocational education needs of a school district.
- (a) The Montana Advisory Council for Vocational Education will cooperate with the Office of Public Instruction staff in identifying the projected manpower needs of Montana by United States Office of Education occupational titles. The actual projected number should be reported. A list of all approved vocational programs in Montana will be provided to the Council along with a list of codes as they relate to each program. The Council will indicate the points to be awarded by taking the total projected manpower needs for Montana and comparing them with the projected manpower needs for each vocational program. This will represent the percent of demand in that occupational area as compared to the total manpower needs.

Points will then be assigned using the following scale:

<u>Percent of Demand in Occupational Area*</u>		<u>Points</u>
10 - 11	=	4
7 - 9	=	3
4 - 6	=	2
0 - 3	=	1

* The above scaling is subject to change based on current data.

- (b) Statistics available from the Montana Employment Security Commission will be used to determine the annual average percentage of unemployment in each labor market area of the state. Each school district will be assigned to a labor market area. The average percentage of twelve month unemployment statistics (for the year prior to the project) will be assigned to each school district. Points will be assigned using the following scale.

<u>Average Unemployment Rate</u>	<u>Points</u>
10.5 - Above	4
8.0 - 10.4	3
5.5 - 7.9	2
3.0 - 5.4	1

- (c) The dropout rate will be determined from the Annual Report required of all school districts by the Office of Public Instruction. Points will be determined using the following table.

<u>Percentage of Dropout Rate</u>	<u>Points</u>
7.6% or a higher dropout rate	4
5.0 - 7.5% dropout rate	3
2.6 - 4.9% dropout rate	2
0.0 - 2.5% dropout rate	1

- (d) A school district located in an economically depressed area will receive 3 points to provide additional financial support. Economically depressed areas are designated by the United States Department of Commerce.
- (e) The point value of each of the four factors in Category III is added together and averaged. The following scale will be used to determine total points available for Category III.

<u>Average Points</u>	<u>Point Value</u>
4.1 - 5.0	15
3.1 - 4.0	12
2.1 - 3.0	9
1.1 - 2.0	6
.01- 1.0	3

- (vii) Program Quality will be considered in the Funding Formula. Program standards for quality will be used to determine the degree of quality attained by a selected vocational program. The Montana Assessment Guide for each of the vocational instruction areas will be used as a measurement device to determine the quality of a program. The average overall rating for the elements listed and evaluated in the assessment profile will be determined. The rating is from 1 to 5. The following scale will be used to determine point assignments for program quality.

<u>Average Rating</u>	<u>Points</u>
4.1 - above	10
3.5 - 4.0	8
3.0 - 3.4	6
2.5 - 2.9	4
2.4 - below	2

- (viii) Elimination of sex stereotyping will be considered in the Funding Formula. If a vocational education program conducts activities which are designed to overcome sex role stereotyping 5 points can be earned on the formula. To be eligible, schools must actively solicit both male and female students for the program and conduct activities and projects designed to eliminate sex bias and sex role stereotyping.

- (ix) State staff will review each local application in terms of the rank it has on the Funding Formula scales. The maximum possible point total will appear as follows:

	<u>Weight</u>		<u>Maximum Rate</u>	<u>Total Points</u>
I. Relative Financial	5	x	5	25
II. Concentration of Low Income Families	5	x	5	25
III. Excess Program Costs	4	x	5	20
IV. Vocational Ed. Needs	3	x	5	15
V. Program Quality	2	x	5	10
VI. Sex Stereotyping	1	x	5	5
Total Possible Points				100

Each local vocational program will be rated according to the above categories and those with a high point total will be given a higher priority for funding. Those local vocational programs having a low point total will receive a lower priority of funding. Assigned funding percentages will be determined according to the following scale:

	HIGH										LOW	
Assigned point rating -	100	90	80	70	60	50	40	30	20	10	0	0
Percentage of funding -	100	90	80	70	60	50	40	30	20	10	0	0

EXAMPLE: A local program with an assigned point rating of 70 would receive 70 percent funding of approved excess costs according to the above weighted criteria system. A local application which has an assigned point rating that falls between percentage considerations as given on the above scale will receive funding as applicable to the nearest percentage point. Thus, an application receiving an assigned point rating of 55 would receive 55 percent funding. Applications which receive assigned point ratings of less than 5 will receive no reimbursement. All percentage ratings for funding are applicable only to the degree that federal and state funds are available to Montana. All rates of support will be proportionately reduced for all programs by applying the formula percentage available, if funds are inadequate for support at the above rate.

6. The Board of Public Education will use federal funds made available under this Act to supplement and, to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the Act and in no case will supplant such state or local funds.

7. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the State (including funds under this Act paid to eligible recipients by the State).

Each state level vocational program area consultant will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine the overall level of maintenance of effort for vocational education in Montana.

Program applications will be reviewed by state vocational program area consultants to determine that each meets approval criteria. Each approved project will submit a reimbursement claim with itemized actual expenditures near the closing of each academic year. Each program's expenditures will be verified by state educational personnel. Verified actual expenditures will then be compared with expenditures of previous years to determine that effort has been maintained on a per student or aggregate basis. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs and programs will receive reimbursement twice each calendar year.

8. The funds received under this Act will not be used for any program of vocational education (except personnel training programs under Section 135, renovation programs under Sub Part 4 of Part B, and Consumer and Homemaking programs under Sub Part 5 of this Act) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice. As an integral part of a program of orientation and preparation, and for purposes of this section, the term significant assistance shall be defined to mean--programs to assist students (including the disadvantaged and the handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations, and any other considerations that relate to choosing

an occupation.

9. Montana has instituted policies and procedures to insure that copies of the Five Year Plan for Vocational Education and Annual Program Plan and accountability report and all statements of general policies, rules, regulations and procedures issued by Board of Public Education and by any state agencies to which any responsibility is delegated by the Board of Public Education concerning the administration of such plan will be made reasonably available to the public.

10. That the funds used for purposes of Section 110(a) are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.

11. The Board of Public Education assures that it will cooperate with the Administrator of the National Center for Educational Statistics, HEW, in supplying and complying in its reports with the information elements and definition requirements as specified in Section 161(a) of the Act.

12. The Board of Public Education assures that students served by Indian Tribal organizations receiving funds under the Commissioner's discretionary programs, under the authority of the Act, shall be eligible to participate in vocational education programs administered by the Board of Public Education.

Public Hearing and Information

Public Hearings

Annual meetings will be called by the Board of Public Education to consider proposed modifications of the State Five Year Plan, Annual Plan, accountability report and all statements of general policy, rules, regulations and procedures. Proposals for modification may proceed from the Superintendent of Public Instruction, the Montana Advisory Council for Vocational Education, local educational agencies, local advisory committees, interested agencies, population groups, and individuals.

Public Information

Dissemination of Information

A minimum of six hundred (600) copies of the State Five Year Plan, Annual Program Plan and accountability report and an equal number of statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of the State Plan will be distributed to interested agencies, organizations and individuals, such as:

- Montana Advisory Council for Vocational Education
- Local educational agencies
- Postsecondary vocational-technical centers
- Community Colleges
- Four-year colleges and universities
- Staff of the Office of Public Instruction
- Montana Employment Security Commission

Department of Planning and Economic Development
 Department of Social and Rehabilitation Services
 Office of Economic Opportunity
 Community Action Programs
 Model Cities Agency
 Governors' Employment and Training Council

To insure public understanding of the Five Year Plan for Vocational Education, regional public hearings will be held to inform participants about the plan, amendments to the plan, changes in policies and procedures, and to discuss implications of the Act for implementing and conducting vocational education programs. All vocational education personnel in the Office of Public Instruction are well versed in the state plan and are available to help any individuals with questions concerning the plan.

Opportunity for Hearings on Local Applications

The following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of and the opportunity for hearing upon such action.

- A. The Superintendent of Public Instruction shall promptly notify in writing any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.
- B. Within 20 days of the receipt of notification by the Superintendent of Public Instruction, a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be addressed to the Board of Public Education and sent to the Superintendent of Public Instruction. The request shall contain:
 1. A brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered,
 2. A list of documents which the local educational agency intends to produce at the hearing; and
 3. A list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced, respectively, at the hearing.

- C. The Superintendent of Public Instruction shall acknowledge, in writing, receipt of the request for hearing within ten (10) days and place the matter on the agenda of the next regular meeting of the Board of Public Education. Not less than thirty (30) days before the next regular meeting of the Board of Public Education,

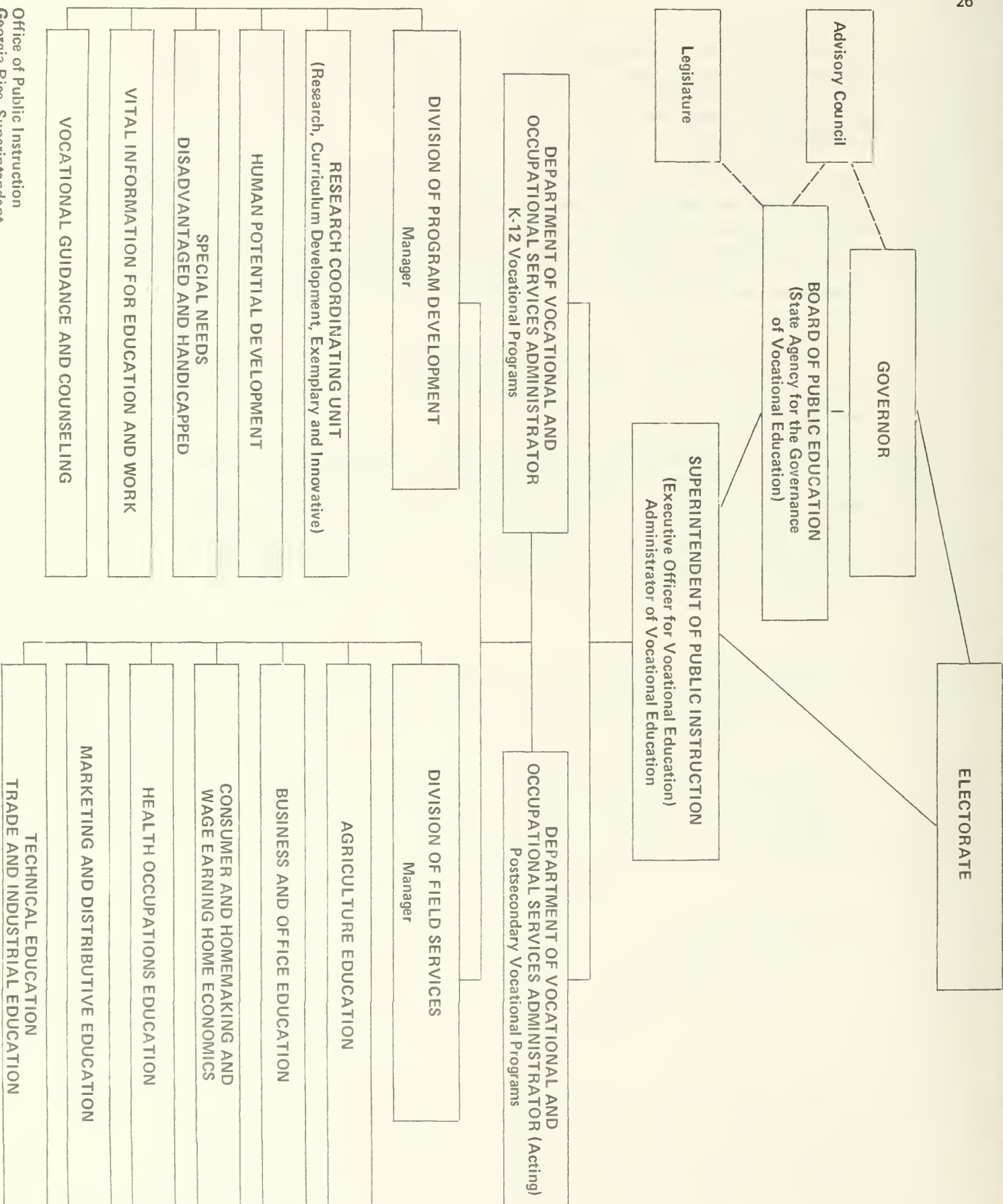
the Superintendent of Public Instruction shall notify the local educational agency of the date, time and place of the meeting in writing.

If a hearing at the next regular meeting of the Board of Public Education would impose an unusual hardship upon the local education agency, the agency may petition that the hearing be held at the following regular meeting of the Board of Public Education after the meeting slated in the notice by the Superintendent. Upon receipt of the petition, the Superintendent of Public Instruction shall remove the local educational agency's request from the agenda of the next meeting and notify the local educational agency of the time, date and place of the following meeting in a timely manner. Only one such extension of time shall be granted.

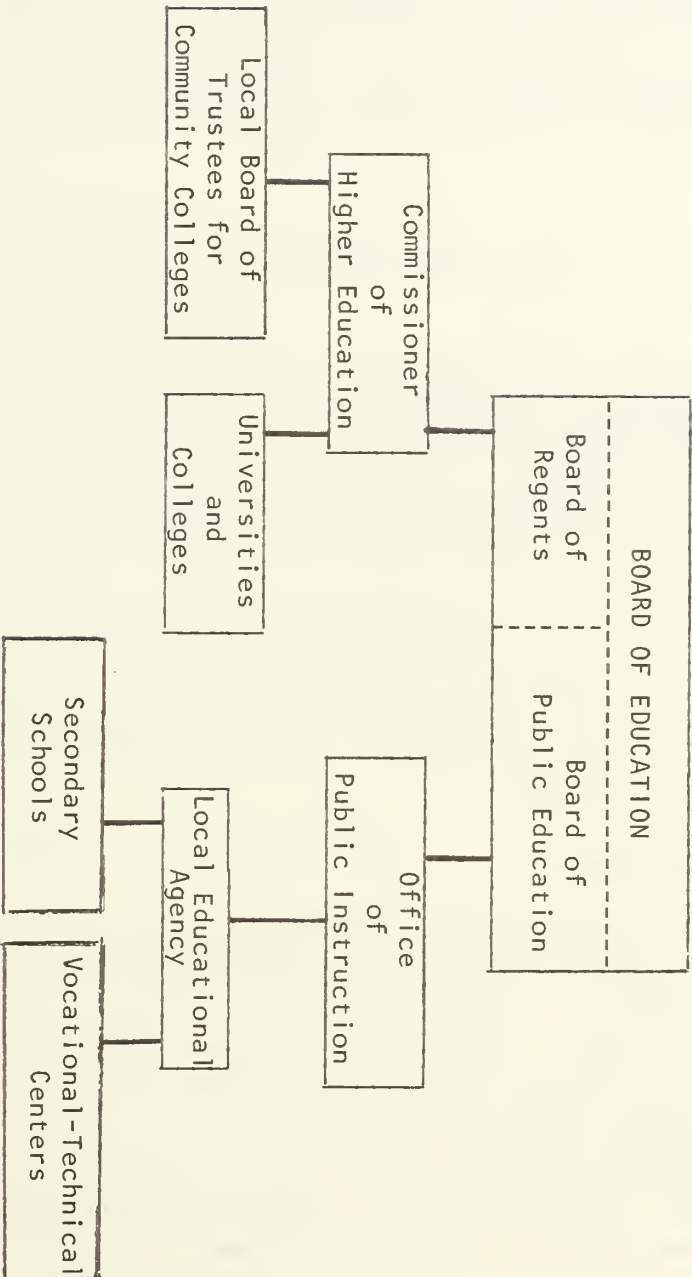
- D. No later than ten (10) days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in B.L.
- E. The Board of Public Education shall reconsider action at the time, date and place contained in the notice. The Board shall:
 - 1. Regulate the course of the hearing;
 - 2. Receive evidence for and against the final action;
 - 3. Make rulings upon any motions relevant to the final action; and
- F. At the hearing, the local educational agency shall bear the burden for supporting its application. Subject to the power of the Board of Public Education to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:
 - 1. Statement by the local educational agency describing its application, the final action of the Board of Public Education, the reasons for the action, and the reasons for which the local educational agency seeks reconsideration, followed by testimony and evidence, if any, in support of the reasons for reconsideration;
 - 2. Statement, testimony and evidence, if any, in support of the final action of the Board of Public Education; and
 - 3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency will be permitted.

Although local educational agencies should make the fullest presentation to the Board of Public Education, strict adherence to trial-type procedures is not required and an agency may make an informal presentations to the Board. It is suggested that presentations be relevant, clear and brief and that the presentation of irrelevant or redundant materials be avoided,

- G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of their choice. Counsel may be an attorney-at-law. This does not obligate the Board of Public Education to provide counsel or bear the expense of counsel for a person or party.
- H. After the hearing, the Board of Public Education shall consider the application and decide the matter based on the testimony, exhibits, and other materials filed with the Board. The decision shall be in writing and shall include reasons or findings of fact and conclusions of law. Not later than ten (10) days following the decision, the Superintendent of Public Instruction shall send the decision to the local educational agency.
- I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in the proceeding. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.
- J. If any local educational agency is dissatisfied with the final action of the Board of Public Education with respect to its application for grant for vocational education, the local educational agency may, within sixty (60) days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.



GOVERNANCE OF POSTSECONDARY VOCATIONAL-
TECHNICAL EDUCATION IN MONTANA



INTRODUCTION TO FIVE YEAR PLAN FOR VOCATIONAL EDUCATION IN MONTANA

The following five year plan should be viewed as a guide to the development and maintenance of vocational education opportunities in Montana. It is the product of many individuals representing a broad spectrum of vocational experiences and has been developed to be utilized as a tool by educators in meeting the vocational education needs of Montanans.

PHILOSOPHY

The Board of Public Education is concerned with the development of the total person preparing for a multiplicity of roles in our contemporary society.

The Board believes that the dignity of work should be emphasized in all aspects of vocational education and is concerned with providing education and training opportunities compatible with employment needs to individuals entering the employment community. Vocational education is also dedicated to serving students who wish to explore and to learn new skills for useful and gainful employment and persons who seek to upgrade their occupational competencies.

A goal of the Board is to establish a system of vocational education which contributes to a relevant, coordinated, statewide program of basic quality education to meet the vocational needs of the people of Montana. The Board recognizes and will seek to cooperate with other institutions which serve the vocational needs of our citizens. Further, the Board will strive for participation of all Montana citizens in planning, implementing, monitoring, and evaluating the system.

STATE ADMINISTRATION

The organization charts which precede this section outline state governance for vocational education in Montana. The Board of Public Education is a constitutionally established board whose members are appointed by the Governor. By statute, the Board is vested with overall responsibility for formulating the policies which govern vocational education. (Refer to Appendix A for a compilation of those policies.) The Superintendent of Public Instruction is the Executive Officer of Vocational Education as required by Section 75-7703 of the 1971 School Laws of Montana.

"75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of (public) education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

- (1) administer the vocational education policies adopted by the board of (public) education;
- (2) prepare curriculum guides for board of (public) education adoption.

- (3) employ, with the confirmation of the board of (public) education, the professional staff necessary for the state supervision and administration of vocational education;
- (4) report the status of vocational education in the state of Montana when requested by the board of (public) education;
- (5) keep all vocational education records in his office; and
- (6) provide vocational education supervisory and consultative assistance to districts."

EFFORTS TO PROVIDE VOCATIONAL EDUCATION

Vocational education training opportunities are offered by a wide spectrum of training institutions across various levels of education in Montana.

"Postsecondary vocational-technical centers shall be designated by the board of (public) education only upon direction of the legislature."¹ The following schools are currently the only legislative-designated postsecondary vocational technical centers in Montana.

1. Billings Vocational-Technical Center
Billings, Montana
2. Butte Vocational-Technical Center
Butte, Montana
3. Great Falls Vocational-Technical Center
Great Falls, Montana
4. Helena Vocational-Technical Center
Helena, Montana
5. Missoula Technical Center
Missoula, Montana

The postsecondary vocational-technical centers primarily attempt to prepare students for entry-level employment, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level. (Refer to Appendix B.)

Approximately 118 of a total of 166 school districts provided vocational education programs at the secondary level during the 1976-77 academic year. These programs primarily emphasized student acquisition of entry level employment skills as well as prevocational exploration of occupational areas.

Adult vocational training, retraining, upgrading, and apprenticeship programs were funded through the enactment of a one-mill levy in 37 school districts in

1. Section 75-7707 of the School Laws of Montana, 1971, pp. 343-344.

Montana during the 1975-1976 academic year.² The majority of adults enroll in these programs in order to upgrade as well as develop skills which lead to employment or advancement. Others may seek training for new jobs or occupations, while others enroll because of vocational interests.³

Training programs across a variety of occupational fields are offered at Northern Montana College and the Community Colleges -- Dawson Community College, Flathead Valley Community College and Miles Community College. (Refer to Appendix C.)

Other units of Higher Education provide educational opportunities that relate to vocational training programs and contribute to the overall quality system of vocational education in Montana. (Refer to Appendix D.)

The private proprietary schools in Montana offer a wide range of vocational training opportunities in communities across the state. (Refer to Appendix E.)

Finally, the State Institutions provide vocational education opportunities for students residing in the institutions:

1. Mountain View School
Helena, Montana
2. Pine Hills School
Miles City, Montana
3. Swan River Youth Forest Camp
Swan River, Montana
4. Montana State Prison
Deer Lodge, Montana
5. Warm Springs State Hospital
Warm Springs, Montana

(Refer to Appendix F.)

FUNDING PRIORITIES

By statute, the five postsecondary vocational technical centers are funded through the Montana Legislature, as outlined in House Bill 145 of the 45th Legislature.⁴ (Refer to Figure 1.)

"The Board of (public) education shall have the sole authority for the approval of the postsecondary vocational-technical education programs and their budgets."⁵

-
2. Information on Funded Vocational Education Programs and Activities, Office of Public Instruction, February 1977.
 3. Annual Report, Missoula County High School Adult and Continuing Education Division of Missoula Technical Center, June 1977.
 4. Section 75-7709 of the School Laws of Montana, 1971, pp. 344-345.
 5. Section 75-7708 of the School Laws of Montana, 1971, p. 344.

Figure 1

House Bill 145/45th Montana Legislature

	1978		1979	
	<u>General*</u>	<u>Appropriated*</u>	<u>General</u>	<u>Appropriated</u>
Five Vocational Technical Centers	\$3,435,682	\$1,700,256	\$3,607,039	\$1,772,147
Secondary and Other Vocational Education	494,943	(Not specified in HB 145) **	247,472	(Not specified in HB 145) **

* General--State general funds appropriated.

* Appropriated--Federal, student fees and local millage funds appropriated.

** HB 145. Section 7. Other appropriated funds. Unless otherwise indicated herein, the appropriations made under the column heading, "Other Appropriated Funds," are from funds within the earmarked revenue fund, the federal and private revenue fund, and the revolving fund that accrue under provisions of law to the expending agency.

Federal funds designated by Public Law 92-482 for programs to meet the needs of disadvantaged and handicapped students will be distributed by individual program on the basis of need. Other special categories of funding, such as Section 130 - Supportive Services and Section 140 - Special Disadvantaged will also be available by application for programs at all educational levels.

In order to maximize the impact of current financial resources, priorities have been assigned to the formula for the distribution of remaining Section 120 funds and Section 150 funds. The priorities are assigned as follows:

1. Secondary level vocational education programs;
2. Adult vocational training, retraining, upgrading and apprenticeship programs;
3. Community Colleges and Northern Montana College vocational education programs; and
4. State Institution vocational education programs.

These priorities will be subject to annual review.

After secondary level programs are funded at 75 percent of the formula, then second priority-adult vocational training, retraining, upgrading and apprenticeship programs will be considered for support. After secondary level programs and adult programs have been funded at 75 percent of the formula, then third priority - Community College and Northern Montana College programs will be considered for funding. After the first three priority programs have been funded at 75 percent of the formula, fourth priority - State Institution programs will be considered for support.

The process for distributing these funds is fully described on pages 14 through 21 of the General Application.

SOURCES OF STATE FUNDS

State support for vocational education programs at the secondary level is comprised of the general fund allocation (Refer to Figure 1) and the State Foundation Program.

Figure 2

Increased State Funds from Foundation Program to High School to Support Vocational Education

Known:	1. High School ANB	1976-77	57,967
	2. High School F. P.	"	54,149,892
	3. High School State Permissive	"	6,330,218
	4. Maximum General Fund Budget Without a Vote Raised		7%
	5. The number of high school students in vocational programs for 1976-77 are 24,860*.		
Assumed:	1. The ANB for high schools in 1977-78 will be the same as in 1976-77.		
	2. The number of students in vocational education will remain at the same ratio of ANB as they were in 1976-77.		
	3. The amount of state Permissive funds paid to high school districts will also raise by 7%.		
	4. While most vocational education classes run from 1 to 2 hours in length, we will use 1 1/2 hours in a 6-hour school day as our norm.		
	5. The vocational education programs in the high schools receive their portion of state funds on the basis of the time ratio: 1.5/6.0 of the funds to each ANB for those ANB engaged in vocational education programs.		

* This is the unduplicated count including only those partially funded with state funds.

The resolution of the Legislative Finance Committee on pages 33 to 35 describes the process utilized in determining General Fund support of vocational education programs at the secondary level in Montana. (Refer to Appendices G and H for further information from the Legislative Appropriations Report.)

The statement by Thomas L. Judge, Governor of Montana on page 36 is included as further clarification of state support for vocational education at the secondary level in Montana.



STATE OF MONTANA
LEGISLATIVE FINANCE COMMITTEE

STATE CAPITOL
HELENA, MONTANA 59601
406/449-2986

SENATORS

WILLIAM L. MATHERS.
CHAIRMAN
LARRY FASBENDER
WILLIAM J. NORMAN
PAT REGAN
STAN STEPHENS
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REPRESENTATIVES

FRANCIS BARDANOUVE
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ART LUND
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CARROLL V. SOUTH

RESOLUTION OF THE LEGISLATIVE FINANCE COMMITTEE
RELATING TO FUNDING OF VOCATIONAL EDUCATION IN MONTANA

It is the committee's understanding that a major reason the state's five year plan for vocational education has not been recommended for approval by HEW-Denver concerns the issue of "supplanting." While the committee finds no definition of this term in either applicable federal law or regulation, it has been verbally advised by Mr. John Lacey, chief, vocational education branch, that the state, under this provision (P.L. 94-482, section 106(a)(6)), is prohibited from substituting state dollars with federal dollars. It is the committee's understanding that the state plan, as originally submitted, seemed to indicate that such a substitution occurred.

The purpose of this letter is to give absolute assurances that no substitution of state funds with federal funds occurred in the appropriation to vocational education.

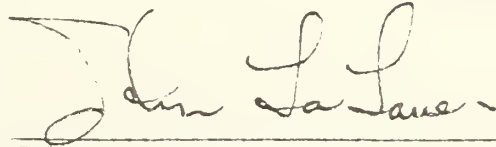
The specific general fund appropriation to the five vocational-technical education centers was decreased between fiscal 1977 and fiscal 1978 by the legislature (as recommended both by the Governor and the Legislative Fiscal Analyst) because the significant enrollment hike anticipated by the 1975 legislature did not materialize. As explained in the Appropriations Report, page 54, a 16 percent enrollment hike was anticipated by the 1975 legislature to occur in fiscal 1976. Actually,

only a four percent increase was realized. It was this circumstance, not an anticipated increase in federal funds, (which, in any event, did not occur) that led to a decreased general fund appropriation to the five vo-tech centers between fiscal 1977 and fiscal 1978.

The specific state general fund appropriation to secondary schools was decreased because of legislative dissatisfaction with past distribution of these funds (see page 56, Appropriations Report). Specifically, state dollars had been used, not to support ongoing programs, but as "seed money" to begin new programs. The action of the legislature was to adequately fund existing secondary programs through the foundation program and to phase out the "seed money" appropriation. Clearly, the legislature's objective was not to replace or supplant general fund appropriation with increasing federal funds (which, in any event, did not materialize).

It is the committee's understanding that the amended state plan approved by the board of public education and submitted to HEW-Denver will show annual increased state support of vocational education for the years in question. This is consistent with legislative deliberations as the committee understands them.

Resolution approved in telephone poll, September 28 and 29 by the following members: Representatives Bardanouve, Dussault, Hurwitz, Lund, Moore, South; Senators Mathers, Norman, Regan, Fasbender, Stephens. Senator Smith absent.

A handwritten signature in cursive script, reading "John D. LaFaver". The signature is written in dark ink and is positioned above a horizontal line.

Attested: John D. LaFaver, Legislative Fiscal Analyst

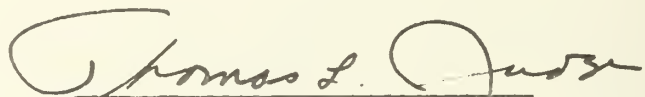
State of Montana
Office of The Governor
Helena 59601

THOMAS L. JUDGE
GOVERNOR

Statement by Governor Thomas L. Judge of Montana

It is my firm opinion that the Montana Board of Public Education, in its capacity as the Montana Board for Vocational Education, has fully addressed all of the issues raised by the Denver Regional Office of the Department of Health, Education and Welfare.

Although my Executive Budget Request was approximately \$600,000 over the final appropriation passed by the Montana State Legislature, the revised plan to be submitted to HEW for approval is in accord with the actions of the Montana State Legislature and does not allow for supplanting of state funds with federal monies.



THOMAS L. JUDGE
Governor of the State of Montana

It is important to note that the foundation program was increased to \$140,711,170 for fiscal year 1978, and 11.8 percent increase from the \$125,813,927 appropriated for fiscal year 1977. This resulted in an increase of \$471,555 for vocational education at the secondary level. This amount was determined by the process outlined in Figure 3.

Figure 3

CALCULATIONS:

$$\frac{\$54,149,892 \text{ F.P.} + \$6,330,218 \text{ Perm.}}{57,967 \text{ ANB}} + \$1,043.35 \text{ Per ANB in 1976-77}$$

$$\$1,043.35 \times 0.07 = \$73.03 \text{ raise per H.S. ANB for 1977-78}$$

$$\frac{24,860 \text{ (Vo-Ed Students)}}{1.5 \text{ (hours)}} \cdot \frac{x}{6.0} = 6,215 \text{ F.T.E.}$$

$$6215 \text{ F.T.E.} \times \frac{187}{180} = 6457 \text{ ANB}$$

$$6457 \times \$73.03 = \$471,555$$

1st Year - \$471,555 new state support dollars to vocational education high school programs.

$$\$1,043.35 + \$73.03 = \$1,116.38$$

$$\$1,116.38 \times 0.07 = \$78.15$$

$$6,457 \times \$78.15 = \$504,615$$

2nd Year - \$504,615 new state support dollars to vocational education high school programs.

MAINTENANCE OF EFFORT

The 45th Legislature allocated state support for vocational education programs at all levels of education. Sources of state support for fiscal years 1976 through 1978 are outlined in Figure 4 on page 39. Sources of state support for fiscal year 1979 are outlined in Figure 5 on page 40. A comparison of federal funds for secondary programs is provided in Figure 6 on page 41.

Figures 7 to 11 outline the breakdown of the allocation of federal funds by purpose. (Refer to Section 120 - Funding by Purpose for a detailed description of projected funding for vocational education programs.)

FORWARD FUNDING

The Board of Public Education is currently developing a policy of forward funding and will consider its implementation during fiscal year 1978. If adopted, a description of this policy and procedures for implementation will be included in the fiscal year 1979 Annual Plan.

MANAGEMENT INFORMATION AND MANPOWER SYSTEM

During fiscal year 1977, the Department of Vocational and Occupational Services launched an effort to develop an overall Management Information and Manpower System. This system includes facets of vocational education information such as manpower needs, student needs, student enrollments, job placement rates, and fiscal and program accountability. This overall Management Information and Manpower System is expected to supply valid data on which sound administrative decisions may be based. The 1979 Annual Plan for Vocational Education will reflect information from this system.

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

As required by P. L. 94-482, a second effort to compile accurate labor information will be made with the establishment of a State Occupational Information Coordinating Committee (S.O.I.C.C.). The law requires the S.O.I.C.C. to:

"Implement an occupational information system in the State which will meet the common needs for the planning for and the operation of programs of the State Board assisted under this Act."⁶

(Refer to Appendix P)

These two efforts are expected to result in increased availability and reliability of labor data to assist in future planning efforts.

6. Public Law 94-482 Section 161 (a)(2), Oct. 12, 1976, 90 Stat. 2199.

Figure 4 -- SOURCES OF SUPPORT FOR FISCAL YEARS 1976, 1977, 1978

	<u>FEDERAL</u>	<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
1976 - Vocational Education Appropriation (secondary, center--including fire- fighter, administration) Also includes: Community Colleges - General Fund Northern Montana College - Gen. Fund and State Levy University Units (teacher ed.) - Gen. Fund and State Levy State Institutions - General Fund State Tax for Centers Specific Appropriations	\$2,188,161.00	\$5,875,480.22	\$5,479,869.44	\$13,543,510.66
1977 - Projected - Vocational Education Appropriation (secondary, center-- including firefighter, administration) Also includes: Community Colleges - General Fund Northern Montana College - Gen. Fund and State Levy University Units (teacher ed.) - General Fund and State Levy State Institutions - General Fund State Tax for Centers Specific Appropriations	\$2,729,648.00	\$6,750,900.19	\$5,609,203.03	\$15,089,751.22
1978 - Projected - Vocational Education Appropriation (secondary, center, administration) Also includes: Community Colleges (65/35) Northern Montana College University Units State Tax for Centers Foundation Program State Earmarked Revenue Firefighter State Institutions Specific Appropriations	\$2,408,306.00	\$6,781,747.15	\$5,797,201.29	\$14,987,254.44

Figure 5 -- SOURCES OF SUPPORT FOR FISCAL YEAR 1979

	<u>FEDERAL</u>	<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
1979 - Projected - Vocational Education Appropriation (secondary, centers, administration)	\$2,411,189.00	\$6,885,718.81	\$5,907,106.00	\$15,204,013.81
Also includes:				
Community Colleges (65/35)		227,165.06		
Northern Montana College		527,147.93		
University Units		499,660.00		
State Tax for Centers		483,200.00		
Foundation Program		976,170.00		
State Earmarked Revenue		144,734.00		
Firefighter		140,421.00		
State Institutions		206,906.82		
Specific Appropriation		4,151,869.00		

Figure 6

SECONDARY FEDERAL FUNDS

	<u>FY 1975</u>	<u>FY 1976</u>		<u>FY 1978</u>	<u>FY 1979</u>
Basic Grant, Part B	1,705,379	1,683,661	Sub Part 2	1,675,303	1,675,303
Secondary Expenditures, including carryover Part B	764,226	567,285	Secondary Expenditures, including carryover Sub Part 2	748,914	567,285

SOURCES OF FUNDS FOR SECONDARY FROM 1978-1979 BASIC GRANT

<u>1978</u>		<u>1979</u>
<u>1977 carryovers</u>		
102b disadvantaged	46,028.94	
Disadvantaged	70,113.21	
Handicapped	108,120.00	
<u>1978 funds</u>		<u>1979 funds</u>
Handicapped	167,531.00	167,531.00
Disadvantaged	335,061.00	335,061.00
Sub Part 2	<u>22,060.00</u>	<u>64,693.00</u>
	748,914.00	567,285.00

Figure 7

Fiscal Year 1978 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 335,061	\$ 83,765	\$ 418,826
Handicapped Programs	167,531	41,882	209,413
Postsecondary	917,826	-0-	917,826
Sex Bias Requirement	50,000	-0-	50,000
State Administration*	182,825	45,706	228,531
Secondary Allocation	21,060	-0-	21,060
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	98,907	98,907
Research)			
Exemplary)			
Curriculum Development)			
Teacher Training)	-0-	148,566	148,566
Sub-total	1,675,303	418,826	2,094,129
Sub Part 4 Special Program for the Disadvantaged			80,936
Sub Part 5 Consumer & Homemaking			165,895
1/3 to depressed areas		(55,298)	
GRAND TOTAL.			2,340,960

* These figures do not include \$67,195 allocated to the five postsecondary vocational technical centers by the Board of Public Education for the administration of vocational education programs.

Figure 8

Fiscal Year 1979 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 335,061	\$ 83,765	\$ 418,826
Handicapped Programs	167,531	41,882	209,413
Postsecondary	878,018	-0-	878,018
Sex Bias Requirement	50,000	-0-	50,000
State Administration	180,000	45,000	225,000
Secondary Allocation	63,693	-0-	63,693
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	83,765	83,765
Research)			
Exemplary)			
Curriculum Development)			
Teacher Training)			
Teacher Training)	-0-	164,414	164,414
Sub-total	1,675,303	418,826	2,094,129
Sub Part 4 Special Programs for the Disadvantaged			80,936
Sub Part 5 Consumer & Homemaking			165,895
1/3 to depressed areas		(55,298)	
GRAND TOTAL			2,340,960

Figure 9

Fiscal Year 1980 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 345,113	\$ 86,278	\$ 431,391
Handicapped Programs	172,556	43,139	215,695
Postsecondary	323,542	-0-	323,542
Sex Bias Requirement	50,000	-0-	50,000
State Administration	214,000	53,500	267,500
Secondary Allocation	346,807	-0-	346,807
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	86,278	86,278
Remainder			
Sub Part 2	272,544	-0-	272,544
Sub Part 3	-0-	162,196	162,196
Sub-total	1,725,562	431,391	2,156,953
Sub Part 4 Special Programs for the Disadvantaged			83,364
Sub Part 5 Consumer & Homemaking			170,871
1/3 to depressed areas		(56,957)	
GRAND TOTAL			2,411,188

Figure 10
Fiscal Year 1981 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 355,466	\$ 88,866	\$ 444,332
Handicapped Programs	177,733	44,433	222,166
Postsecondary	333,249	-0-	333,249
Sex Bias Requirement	50,000	-0-	50,000
State Administration	224,000	56,000	280,000
Secondary Allocation	357,211	-0-	357,211
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	88,866	88,866
Remainder			
Sub Part 2	278,671	-0-	278,761
Sub Part 3	-0-	166,167	166,167
Sub-total	1,777,330	444,332	2,221,662
Sub Part 4 Special Programs for the Disadvantaged			85,865
Sub Part 5 Consumer & Homemaking			175,997
1/3 for depressed areas		(58,666)	
GRAND TOTAL.			2,483,524

Figure 11

Fiscal Year 1982 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 366,130	\$ 91,532	\$ 457,662
Handicapped Programs	183,065	45,766	228,831
Postsecondary	343,247	-0-	343,247
Sex Bias Requirement	50,000	-0-	50,000
State Administration	242,800	60,700	303,500
Secondary	367,927	-0-	367,927
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	91,532	91,532
Remainder			
Sub Part 2	276,480	-0-	276,480
Sub Part 3	-0-	168,132	168,132
Sub-total	1,830,649	457,662	2,288,311
Sub Part 4 Special Programs for the Disadvantaged			88,441
Sub Part 5 Consumer & Homemaking			181,277
1/3 for depressed areas		(60,426)	
GRAND TOTAL.			2,558,029

EVALUATION

Evaluation of vocational education programs in Montana will be accomplished through three methods:

1. Annual program self-evaluations;
2. Periodic Office of Public Instruction vocational education consultant review of programs; and a
3. Formal outside team evaluation of each vocational education program at least once during the five year planning period.

In the self-evaluation, program instructors will utilize a standardized self-evaluation instrument to complete their annual program evaluation. Each local administrator will organize a local evaluation team composed of local advisory committee members and administrators. Each team member will complete an evaluation instrument and outline program commendations and recommendations. These individual team member instruments will be compiled into a composite instrument for the individual program. That composite instrument will then be sent to the Office of Public Instruction for review by the vocational education program area consultant. These instruments will also be maintained in the Office of Public Instruction record system.

Program reviews by Office of Public Instruction vocational education consultants will be conducted on a selected number of programs in each vocational program area each year. Vocational education consultants will review each vocational program for which they are responsible at least once every 5 years. Recommendations and noted areas of weaknesses submitted in individual program self-evaluations will receive emphasis during consultant evaluations.

A formal evaluation of each vocational education program will be conducted at least once during the five year planning period. The formal evaluation will be conducted by an outside evaluation team consisting of an Office of Public Instruction vocational education consultant, a vocational education teacher-educator, a vocational education teacher from a similar program, and a local advisory committee member representing business, industry or labor. In addition, members from the State Advisory Council for Vocational Education, the Board of Public Education, and Legislative members, will be observing the evaluation process and in some cases, will serve on individual program evaluation teams. (Refer to Appendix I.)

This evaluation process will include teacher-training programs funded under P. L. 94-482 during the five year planning period. The instrument used by evaluation teams will be the same as the standardized instrument used during the self-evaluation process. Upon completion of an individual program evaluation, each team member's evaluation report will be compiled into a composite report for the respective program. These reports will be disseminated to the respective school administrators and program staff. In addition, copies will be maintained in the Office of Public Instruction files.

The primary purpose of program evaluation is to improve the operational and instructional aspects of vocational education programs in Montana.

The results of program evaluations will provide instructors and administrators with "yardsticks" to judge the effectiveness and continued improvement of the vocational programs.

CONSTRUCTION

In fiscal year 1978 construction will begin on classrooms, shops, and administration facilities for the postsecondary vocational technical center in Billings. An Economic Development Act grant of \$1,500,000 will be combined with \$1,800,000 from state funds and \$1,800,000 from local funds for a total budget of \$5,100,000.

Increases in enrollments and expansion of programs may necessitate some new facilities and the remodeling and renovation of existing structures at other postsecondary vocational technical centers. Anticipated expenditures for these projects will be approximately \$4,000,000 in each of the 1980 and 1982 bienniums.

Finally, tentative approval has been received for an Economic Development Act of \$213,000 to the city of Great Falls and Cascade County for completion of facilities at the new postsecondary vocational technical center in Great Falls.

INTRODUCTION TO DEMOGRAPHIC DATA

Population by County¹

The population of Montana has remained relatively stable in recent years with only a minimal pattern of population growth. Analysis of Figure 12 indicates that the statewide population will increase at only $1\frac{1}{2}$ to 2 percent each year during the next five (5) years. As in other areas of the nation, the trend is to an increased population at the expense of the rural areas. Currently, 33 percent of the state population is located in three (3) counties, and 54 percent of the state population is located in the seven (7) most populous counties. It is assumed the trend is to an increase in the urban population primarily as the result of in-migration of the younger segments of our rural population to the urban areas seeking jobs.

Percentage of General Unemployment by County²

The unemployment rate for Montana averaged seven (7) percent during the previous fiscal year. Generally, the eastern, central and northern agricultural counties remained below the state average in unemployment. Counties experiencing unemployment rates above the state average tended to be in the western and southern counties which are dependent on the lumbering and mining industries. Definitive data on youth unemployment is unavailable at this time, and for state plan purposes it is assumed that youth unemployment is equal to or greater than the rate of general unemployment within each county.

Economically Depressed Areas³

Areas designated as economically depressed within the state tend to follow the same pattern as the counties above the state average in unemployment. The continuing depressed market in the lumbering and metals industries in the western and southern counties is not expected to change drastically for several years. A further contributing factor in many of the designated counties is the presence of large Indian reservations with little opportunity for employment of tribal members. There appear to be discrepancies between areas of high general unemployment and areas designated as economically depressed. It should, therefore, be noted that areas of general unemployment are based solely on unemployment rates. Areas designated as economically depressed include unemployment as one factor, but include other additional economic factors in arriving at this designation.

1. Statistical summaries provided in the narrative are from Figure 12 unless otherwise indicated.

2. Statistical summaries provided in the narrative are from Figure 13 unless otherwise indicated.

3. Statistical summaries provided in the narrative are from Figure 14 unless otherwise indicated.

Income Below Poverty Level ⁴

The average county percentage of families with income below poverty levels in Montana is 12.1 percent. Counties with concentrations of low income families tend to be in the agricultural central and eastern portions of the state. Additionally, Big Horn, Roosevelt, Valley, Glacier, Pondera, Lake, and Blaine counties have high concentrations of Indian people living on reservations.

Dropout Rates ⁵

The dropout rate in Montana varies from a low of 0.0 percent in Golden Valley County to a high of 11.1 percent in Treasure County with a statewide average dropout rate of 5.1 percent. There appears to be no discernible pattern of dropout rates on any statewide basis. Although counties with Indian reservation lands tend to be higher than the state average, particularly Big Horn, Roosevelt, and Glacier counties, Hill, Valley, Blaine and Flathead counties are only marginally above the state average.

NEW AND EMERGING MANPOWER NEEDS

A general increase in the number of workers in the coal mining industry in Montana is expected to result in an increased demand for technicians in such areas as water conservation, reclamation of strip mined lands, and air quality control.

"Because of dwindling reserves in oil and gas products, coal is once again emerging as the potential supplier of our energy needs. In Montana, employment in this industry has grown from about 200 in 1972 to over 750 workers in 1976, a 275% increase in the four year period. At this time, the coal industry is expected to post a yearly employment average of 1100 to 1200 workers by 1985." ⁶

For the above reasons, energy has been identified as the target area for training programs for new and emerging manpower needs.

4. Statistical summaries provided in the narration are from Figure 16 unless otherwise indicated.

5. Statistical summaries provided in the narration are from Figure 17 unless otherwise indicated.

6. The Mining Industry in Montana Research and Analysis Section, Employment Security Division, Department of Labor and Industry. April 1977, pp 20-21.

STATISTICAL POPULATION TO BE SERVED¹

The estimated total general population of Montana in 1977 is approximately 760,000, with an estimated growth rate of approximately 1½ to 2 percent each year through 1982. Characteristics of the population include a male population of slightly under 50 percent and a female population of slightly over 50 percent. Negro, Spanish American, Indian and Oriental persons comprise 5.5 percent of the total population with the remaining 94.5 percent Caucasian. The urban population currently totals 53 percent and is projected to increase to over 55 percent of the population by 1982.

The population aged 16-25 in Montana numbers slightly above 12 percent of the total population of the state, with the age group 16-21 representing a disproportionately high percentage of this group. It is assumed that this 16-21 age group is predominantly furthering their education and gaining work experience within the state. 1970 census figures indicate that between the ages of 22 and 25 a high percentage of the group leaves the state for further training, employment, etc. The census also indicates, however, that within five years the population of the state regains a normal distribution pattern through return of these leavers, and normal in-migration from other states.

The special needs population of Montana is over 11 percent of the total population. The disadvantaged comprise over 63 percent of the special needs population with persons with handicapping conditions forming the remaining 37 percent of this group.

Secondary school enrollments for grades 9-12 represent 7.5 percent of the total population of the state. This figure is expected to peak in fiscal years 1978 and 1980 but will decrease in 1979 and 1981, to a low point of 54,000 in fiscal year 1982.

Postsecondary enrollments currently comprise 4.5 percent of the total population of Montana. This figure is expected to remain relatively steady during the five year planning period, with little growth in either vocational technical center or college enrollments.

1. Statistical summaries provided in the narration are from Table 1 unless otherwise indicated.

TABLE 1
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
1.General Population Total						
Population ¹	760,513	771,377	782,396	793,573	804,909	816,407
Male	377,195	382,583	388,048	393,591	399,214	404,916
Female	383,318	388,794	394,348	399,982	405,695	411,491
Negro	2,183	2,214	2,245	2,278	2,310	2,343
Spanish						
American	8,441	8,562	8,684	8,808	8,934	9,062
Indian	29,713	30,137	31,314	32,538	33,809	35,130
Oriental	1,202	1,210	1,220	1,231	1,245	1,258
Other	718,974	687,131	738,933	748,718	758,611	768,614
Urban	403,071	408,830	418,582	428,529	438,675	449,024
Rural	357,442	362,547	363,814	365,044	366,234	367,383
2.Population ¹ Age 16-25						
Total Population Age 16-25	94,177	95,522	96,887	98,271	99,675	101,099
Male	46,712	47,379	48,056	48,743	49,439	50,145
Female	47,465	48,143	48,831	49,528	50,236	50,954
Negro	270	275	279	284	293	302
Spanish						
American	1,045	1,059	1,075	1,090	1,106	1,122
Indian	3,679	3,731	3,785	3,839	3,888	3,936
Oriental	149	151	153	155	158	160
Other	89,034	90,306	91,595	92,903	94,230	95,579
3.Special Needs ¹ Population						
Total Special Needs Popula- tion	84,776	86,032	86,824	87,531	88,295	89,201
Disadvan- taged	53,497	54,188	54,921	55,402	55,960	56,611
Handicapped	31,279	31,500	31,903	32,129	32,335	32,590
Bilingual/ Limited English- Speaking	Not Available	1,341	1,000	1,000	1,000	1,000

TABLE 1 (Continued)
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
4. Secondary School Enrollment ²						
Total Secondary Enrollment	56,896	57,709	56,533	57,369	56,217	54,077
Male	29,122	29,538	28,957	29,385	28,819	28,059
Female	27,774	28,171	27,567	27,984	27,389	26,018
Negro	163	166	168	170	173	175
Spanish						
American	632	641	450	559	568	578
Indian	2,223	2,255	2,187	2,120	2,053	2,086
Oriental	90	91	92	93	95	97
Other	53,788	54,556	54,036	54,727	53,528	51,441
5. Post-Secondary School Enrollment ³						
Total Post- Secondary School Enrollment	33,829	34,312	34,802	35,300	35,804	36,315
Male	19,283	19,558	19,810	20,083	20,366	20,615
Female	14,546	14,754	14,992	15,217	15,438	15,700
Negro	97	98	100	101	103	105
Spanish						
American	375	380	386	391	397	403
Indian	1,321	1,340	1,359	1,378	1,398	1,418
Oriental	53	54	55	55	56	57
Other	31,983	32,440	32,902	33,375	33,850	34,331

1. Montana Data Book, Montana Department of Planning and Economic Development. 1975.
2. Montana Public School Enrollment Data, Office of Public Instruction, 1976.
3. Commissioner of Higher Education's, and Office of Public Instruction's, enrollment reports, 1976.

STATEWIDE EMPLOYMENT BY INDUSTRY¹

The civilian labor force in Montana numbers approximately 323,600 or 45.5 percent of the total population.

Non-farm wage and salary jobs comprise 75.5 percent of the total labor force with salaried farm jobs making up the remaining 24.5 percent.

Employment in the Mining Industry experienced an overall reduction of 14.8 percent during the past year with further reductions expected in metals mining over the next few years. The employment of coal miners was reduced by 33.3 percent between 1976 and 1977, but is expected to gradually increase over the next few years with the emerging national emphasis on coal production as an alternative energy source.

The greatest areas of growth in employment over the past year were in manufacturing, services, and wholesale and retail trade. Wholesale and retail trade is the second largest employer in the state with 18.6 percent of the current total non-farm labor force. If Montana follows national trends, this area should experience growth during the next decade.² Although it comprises only 7.2 percent of the labor force, Manufacturing experienced a growth of 8.7 percent in the past year, primarily in industries involved in the production of durable goods. The Services Industry, representing 14.7 percent of the total non-farm labor force, experienced a growth of 6 percent in fiscal year 1977, with the greatest increase in the area of hotels and other lodging service workers.

Government, the largest employment group in the state with 21 percent of the total non-farm labor force, increased only 1.2 percent during the past year. Employment in colleges, universities and local education agencies recorded decreases this previous year, while state and local government recorded only a moderate increase.

-
1. Statistical summaries provided in the narration are from Table III unless otherwise indicated.
 2. Occupational Manpower and Training Needs, U. S. Department of Labor, Bureau of Labor Statistics, 1974.

M O N T A N A
Statewide Employment by Industry¹
February 1977
in Thousands

TABLE 11

I N D U S T R Y - - - - -				% Net Changes to Current Year FEB. FEB. 1976 to 1977
CIVILIAN LABOR FORCE - PERSONS		323.6	323.6	0
<hr/>				
NON-FARM WAGE AND SALARY JOBS (Establishment Data).....		244.2	236.1	3.4
<u>MANUFACTURING</u>		23.3	21.8	6.8
<u>Durable Goods</u>		14.9	13.7	8.7
Lumber and Wood Products.....		9.1	8.3	9.6
Primary Metal Industries.....		3.2	2.9	10.3
Other Durable Goods.....		2.6	2.5	4.0
<u>Nondurable Goods</u>		8.4	8.1	3.7
Food and Kindred Products.....		4.0	3.8	5.2
Printing and Publishing.....		1.9	1.9	0
Petroleum and Coal Products.....		1.2	1.1	9.0
Other Nondurable Goods.....		1.3	1.3	0
<u>MINING</u>		5.0	5.8	-14.8
Metal Mining.....		2.1	2.3	- 9.5
14 Bitum. Coal, Quarrying, Non-Metal Mining...		1.2	1.6	-33.3
Oil and Gas Extraction.....		1.7	1.9	-11.7
<u>CONTRACT CONSTRUCTION</u>		10.2	10.2	0
General Building Contractors.....		3.7	3.9	- 5.4
Heavy Construction Contractors.....		1.8	1.8	0
Special Trade Contractors.....		4.7	4.5	4.4

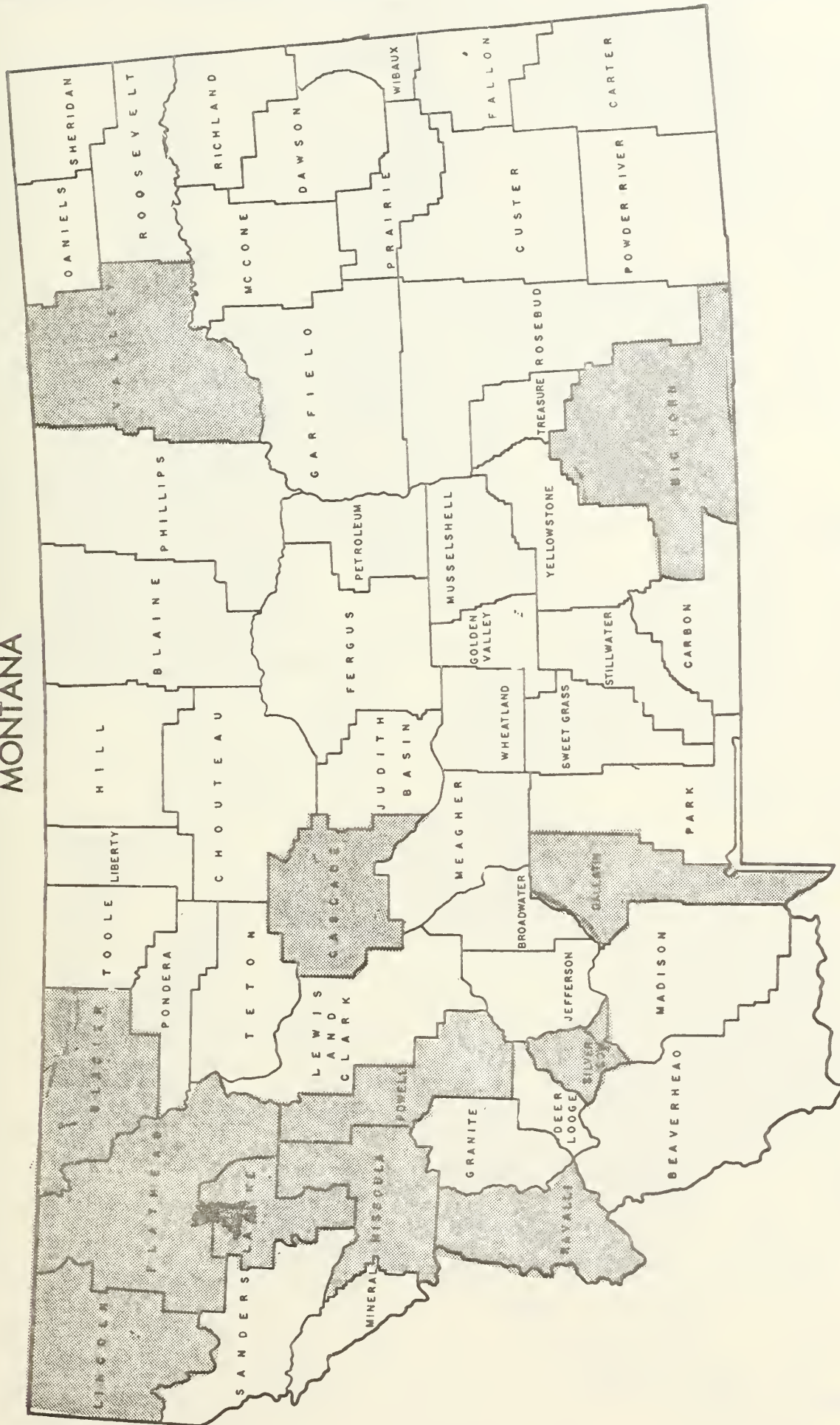
<u>TRANSPORTATION AND PUBLIC UTILITIES</u>			
Railroad Transportation	19.5	18.8	3.7
Transportation, except Railroad	6.3	5.9	6.7
Commun., Electric, Gas, Sanitary Services....	5.6	5.6	0
	7.6	7.3	4.1
<u>WHOLESALE AND RETAIL TRADE</u>			
Wholesale Trade	60.1	57.4	4.7
Retail Trade	12.3	12.0	2.5
General Merchandise, Apparel, Accessories ..	47.8	45.4	5.3
Food Stores	7.9	7.9	0
Automotive Dealers, Service Stations	6.7	6.4	4.7
Eating and Drinking Places	7.9	7.8	1.3
Bldg. Mat., Farm Equip., Furn., Misc.....	15.3	13.7	11.7
	10.0	9.6	4.2
<u>FINANCE, INSURANCE AND REAL ESTATE</u>			
	10.8	10.3	4.8
<u>SERVICES</u>			
Hotels and other Lodging Places	47.6	44.9	6.0
Personal Services	6.2	4.9	26.5
Medical and other Health Services	2.6	2.4	8.3
Other Services	15.4	14.6	5.5
	23.4	23.0	1.7
<u>GOVERNMENT</u>			
Federal Government.....	67.7	66.9	1.2
State Colleges and Universities	13.2	13.2	0
Other State Government	9.2	9.5	- 3.3
Local Education	10.8	10.0	8.0
Other Local Government	22.0	22.1	- 4.5
	12.5	12.1	3.3

1 Montana Employment and Labor Force, State of Montana Employment Security Div. March 1977.

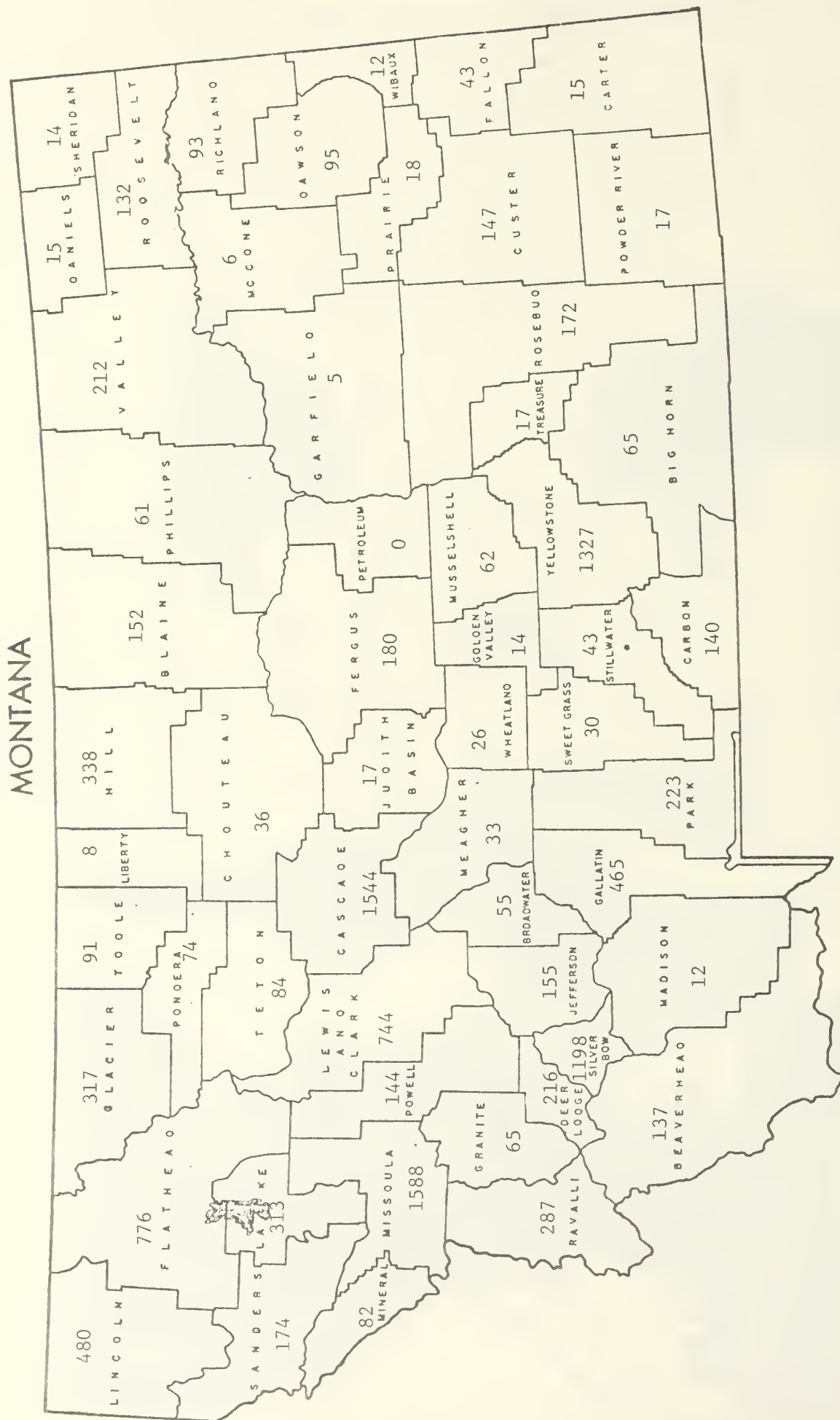
ABOVE THE STATE AVERAGE UNEMPLOYMENT RATE OF 7.

¹ Montana Employment and Labor Force, State of Montana Employment Security Division Department of Labor

MONTANA

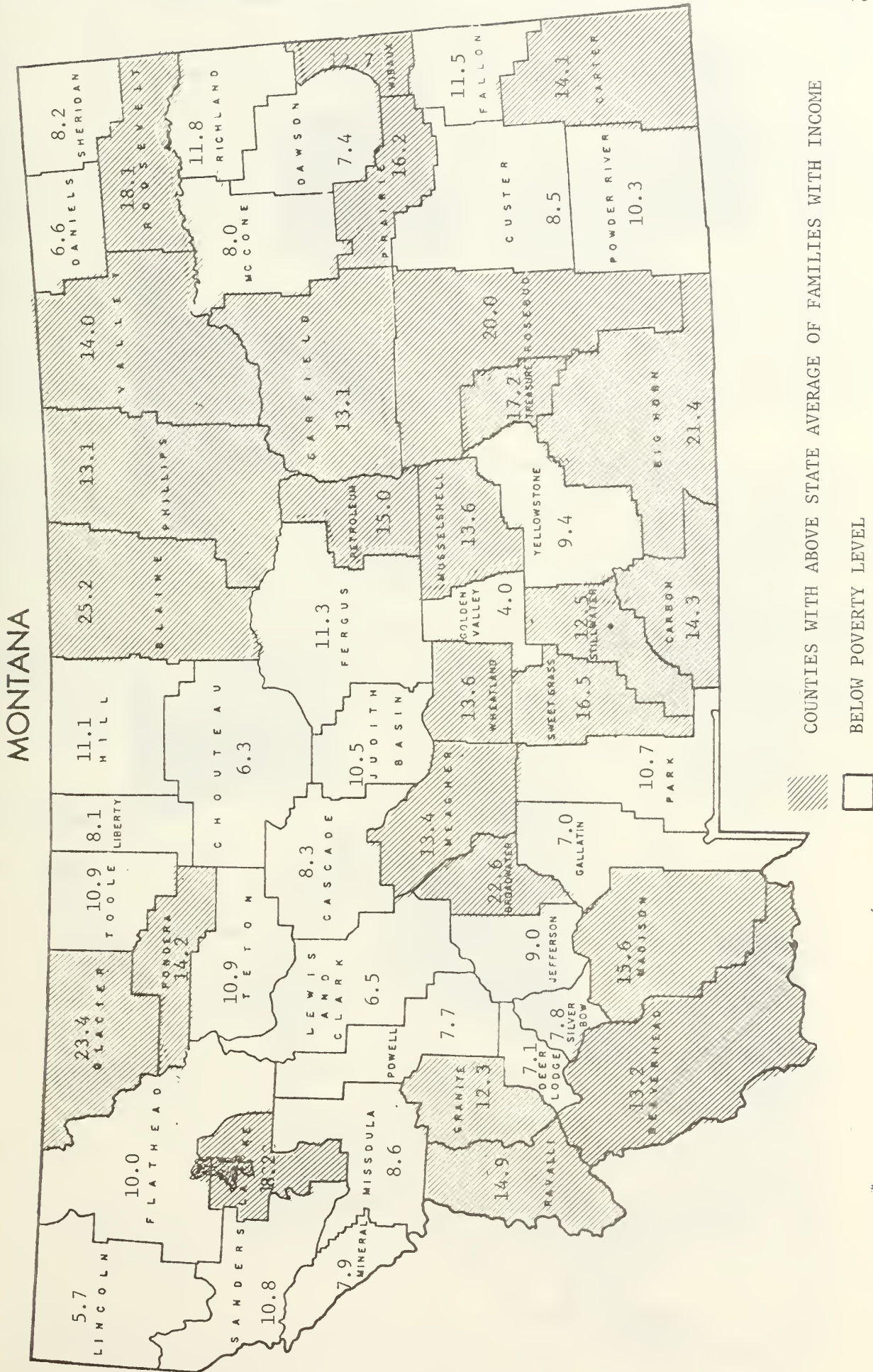


¹Research Section, Employment Services Bureau, Department of Labor and Industry. 1977



WELFARE CASES BY COUNTY¹

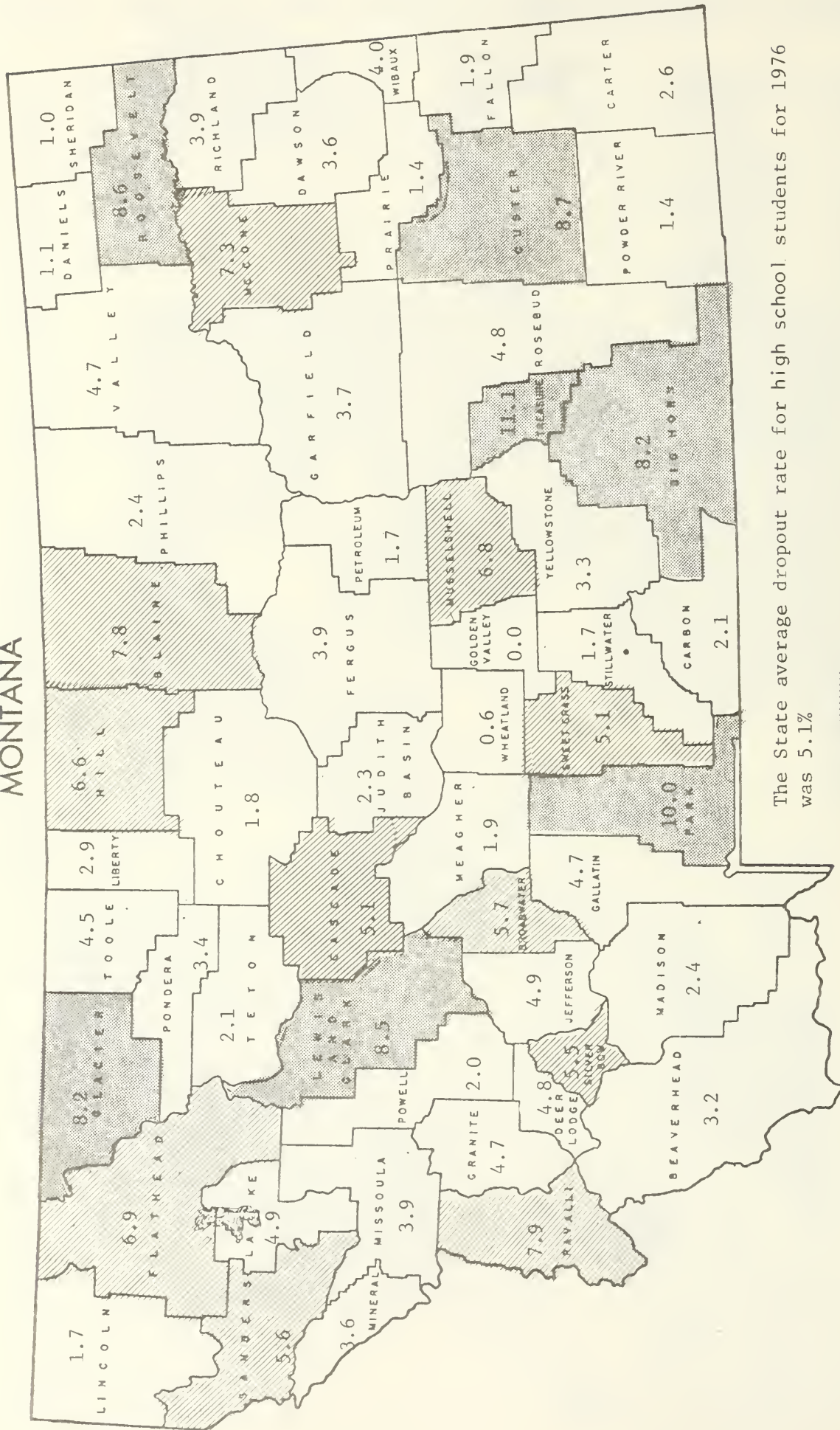
¹ Fiscal Year 1977 Annual Planning Report for Montana Rural CEP Area, Balance of the State, Billings SMSA, Great Falls SMSA, Employment Security Division, Department of Labor and Industry. 1976



AVERAGE COUNTY PERCENTAGE OF FAMILIES WITH INCOME BELOW POVERTY LEVEL IS 12.1%

¹Base Data for Rank Orders of Socioeconomic Data for Region VIII States, The Center for Social Research and Development, University of Denver 1976

MONTANA



COUNTRIES WITH ABOVE THE STATE AVERAGE DROPOUT RATE

COUNTIES WITH HIGH DROPOUT RATES

1 Montana Public School Enrollment Data 1976, Office of Public

INTRODUCTION TO CURRENT AND FUTURE JOB NEEDS

Table III which follows, indicates the current level of employment in the major occupational areas in which vocational education training programs are now being conducted. It compares expansion and replacement needs with the projected supply of trained persons from vocational education programs as well as from other sources for the planning period fiscal years 1978 through 1982.

Current employment and expansion/replacement need projections were primarily obtained from the Employment Security Division of the Montana Department of Labor and Industry. Projections as to supply of trainees to meet expansion needs were based on enrollment figures submitted to the Office of Public Instruction from secondary schools and postsecondary vocational technical centers. Other Sector supply figures are from Community Colleges, Northern Montana College and other training agencies.

The data contained in Table III has been supplied by the Employment Security Division of the Department of Labor and Industry. It appears from this data that certain vocational education programs are either in a condition of over - or under - supply. However, many discrepancies exist in the data and the Employment Security Division is currently developing a new system in order to provide more reliable data on which programmatic decisions may be based.

Each vocational education program area consultant estimated the percentage of secondary and postsecondary enrollees who would be available for work and developed the following formulas to determine the projected supply of trainees. The "available for work" figures indicate the number of completers estimated to be actually entering the labor force, rather than going on to school, entering the military, etc.

The following projections are based on actual enrollments in vocational programs during past years.

AGRICULTURE EDUCATION:

Secondary -- 20% of secondary considered seniors.

(Vocational Agriculture programs are offered during all four years at the secondary level with a slightly smaller percentage of senior students enrolled.)

50% of the 20% considered available for work
(balance on to further training programs)

Postsecondary -- 50% of postsecondary in second year of two-year training programs

90% of completers considered available for work

DISTRIBUTIVE EDUCATION:

Secondary -- 25% of secondary considered available for work

(Distributive education programs are primarily offered to junior and senior level students with 50% of seniors considered available for work)

Postsecondary -- 40% of postsecondary students considered available for work.

(Programs are primarily two years in length with 80% of program completers considered available)

HEALTH OCCUPATIONS EDUCATION:

Secondary -- 50% of secondary considered available for work
(Health Occupations programs are primarily offered to senior level students with approximately 50% considered available)

Postsecondary -- 50% of postsecondary students considered available for work from two year programs and 100% of postsecondary students considered available from one year programs.

WAGE EARNING HOME ECONOMICS

Secondary -- 50% of secondary considered seniors and available for work after completion.

Postsecondary -- 90% of postsecondary considered available after completion.
(Programs are primarily one year in length.)

BUSINESS AND OFFICE EDUCATION

Secondary -- 48% of secondary considered seniors and available for work.

Postsecondary -- 61% of postsecondary considered available after completion. (Programs are primarily one year in length.)

TECHNICAL EDUCATION

Postsecondary -- 50% are considered to be in their second year of two year training programs and to be available for work after completion

TRADE AND INDUSTRIAL EDUCATION

Secondary -- 10% of secondary students considered available due to the high level of skills required for job entry.

Postsecondary -- 40% of postsecondary students considered available
(Programs are primarily two years in length with 80% of program completers considered available)

CURRENT AND FUTURE JOB NEEDS ^a

TABLE III

OE CODE/DOT	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS						PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Other Sector
01.000 AGRICULTURE ED.																	
01.0100 Agri. Production	30820	1080	1080	1080	1080	1080	416	47	446	47	469	47	493	47	498	47	
01.0200 Agriculture Supplies and Services	860	30	30	30	30	30	17	12	18	12	18	12	22	12	22	12	
01.0300 Agri. Mechanics	860	40	40	40	40	40	17	25	28	25	22	25	22	25	27	25	
01.0500 Ornamental Horticulture	250	10	10	10	10	10	5	0	6	0	6	0	6	0	6	0	
01.0700 Forestry	2270	80	80	80	80	80	46	46	46	46	46	46	46	46	46	46	
04.0000 DISTRIBUTIVE ED.																	
04.0100 Advertising	4090	160	160	160	160	160	0	0	0	0	5	0	5	0	9	0	
04.0200 Apparel and Accessories	1900	N/A	N/A	N/A	N/A	N/A	8	0	8	0	8	0	9	0	9	0	

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN, and CEP.

N/A - Not available

CURRENT AND FUTURE JOB NEEDS ^a

TABLE III

OE CODE/DOT	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS					PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector
04.0400 Finance and Credit	3340	215	215	215	215	215	0	1	2	1	5	1	6	1	9	1
04.0600 Food Distributing	2340	100	100	100	100	100	2	13	2	7	2	8	2	8	3	8
04.0700 Food Services	2335	1210	1210	1210	1219	1210	8	45	8	54	8	90	9	103	9	117
04.0800 Retail Clerk	7000	N/A	N/A	N/A	N/A	N/A	335 ^c	11	341	12	347	13	357	13	369	14
04.0900 Hardware, Building, Materials	3500	167	167	167	167	167	0	27	0	27	9	28	10	28	11	28
04.1100 Hotel & Lodging	6100	650	650	650	650	650	8	39	8	29	8	38	9	51	10	54
04.1500 Personal Service	N/A	N/A	N/A	N/A	N/A	N/A	2	4	2	7	2	8	2	8	3	10
07.0000 HEALTH OCCUPATIONS																
07.0101 Dental Assistant	380	50	50	50	50	50	29	0	35	0	35	0	35	0	35	0
07.0102 Dental Hygienist	30	5	5	5	5	5	0	1	0	1	0	1	0	1	0	1

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.

c - Programs are general in nature. Students are trained in all O.E. Code areas. Total available labor demand in distributive education is 2,502.

N/A - Not available

CURRENT AND FUTURE JOB NEEDS^a

TABLE III

OE CODE/DOT	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS				PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Other Sector
							78	79	80	81	82	83	84	85	86
07.0203 Medical Lab. Aide ^c	N/A	70	70	70	70	70	0	10	0	0	10	0	10	0	0
07.0301 Nurse Asso. Degree	2830	240	240	240	240	240	0	0	62	65	0	60	0	60	60
07.0302 Practical Nurse	1300	120	120	120	120	120	180	180	50	50	180	50	178	50	50
07.0303 Nurse Assistant	3490	405	405	405	405	405	124	163	151	155	190	240	193	185	195
07.0305 Surgical Technician ^d	45	20	20	20	20	20	15	15	0	0	15	0	15	0	0
07.0402 Physical Therapy Aide	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	10	0	10	0	0
07.0903 Inhal. Therapy ^e	40	25	25	25	25	25	11	11	0	0	16	0	16	0	0
07.0904 Medical Assistant	550	50	50	50	50	50	0	0	0	0	10	0	10	0	0
07.0907 Medical Emergency Technician	610	70	70	70	70	70	0	0	15	15	0	15	0	15	15
07.9900 Ward Clerk/Med. Records Technician	N/A	N/A	N/A	N/A	N/A	N/A	10	25	0	0	35	0	40	0	0

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Report Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.

c - Annual Planning Report 1977, Department of Labor and Industry

d - Survey by Missoula Technical Center, 1976

e - Survey by Great Falls Technical Center, 1974

N/A - Not available

CURRENT AND FUTURE JOB NEEDS ^a

TABLE III

OE CODE/DOI	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS					PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector
09.0200 WAGE EARNING HOME ECONOMICS																
09.0201 Care and Guidance of Children	4710	430	430	430	430	430	138	0	148	0	165	0	177	0	186	0
09.0202 Clothing Management Production	830	80	80	80	80	80	43	0	46	0	49	0	50	0	53	0
09.0203 Food Management	310 ^c	N/A	N/A	N/A	N/A	N/A	194	25	203	25	220	25	231	25	242	25
09.0299 Other (HERO) Multi-Occupations	N/A	N/A	N/A	N/A	N/A	N/A	80	0	78	0	85	0	105	0	115	0
14.0000 OFFICE OCCUPATIONS																
14.0100 Accounting & Comp.	8440	510	510	510	510	510	155	92	155	92	155	92	155	92	155	92
14.0201 Business Data Processing	350	45	45	45	45	45	108	47	108	47	108	47	108	47	108	47
14.0300 General Office Clerical	3950	465	465	465	465	465	450	47	450	47	450	47	450	47	450	47
14.0700 Steno, Secretarial & Related Occupations	9055	1380	1380	1380	1380	1380	590	345	590	345	590	345	590	345	590	345

- ^a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977
- ^b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only. Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.
- ^c - Annual Planning Report for Montana, FY 1977, Employment Security Division, May 15, 1976, p. 113
- N/A - Not available

CURRENT AND FUTURE JOB NEEDS^a

TABLE 111

OE CODE/DOT	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS						PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	
		240	240	240	240	240	388	170	388	170	388	170	388	170	388	170	
14.0900 Typing	2790																
14.9900 Other-Post. Sec. Bus.; Reprographics & Para Legal	N/A	N/A	N/A	N/A	N/A	N/A	10	2	10	2	23	2	35	2	35	2	
16.0000 TECHNICAL EDUCATION																	
16.0106 Civil Technician	N/A	N/A	N/A	N/A	N/A	N/A	13	9	13	10	13	10	13	10	13	10	
16.0107 Electrical Technician	290	15	15	15	15	15	19	4	19	4	19	4	19	5	19	5	
16.0109 Electro-Mechanical	N/A	N/A	N/A	N/A	N/A	N/A	25	0	25	0	25	0	25	0	25	0	
16.0601 Commercial Pilot	N/A	N/A	N/A	N/A	N/A	N/A	16	N/A	16	N/A	16	N/A	16	N/A	16	N/A	
16.0699 Energy Technician	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	10	0	10	0	10	0	
17.0000 TRADES AND INDUSTRY																	
17.0100 Air Conditioning	450	25	25	25	25	25	14	0	15	0	16	0	17	0	18	0	
17.0200 Appliance Repair	490	25	25	25	25	25	9	11	10	11	10	11	10	11	12	11	
17.0301 Body and Fender	2175	25	25	25	25	25	18	68	19	68	19	68	20	68	20	68	

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.

N/A - Not available

CURRENT AND FUTURE JOB NEEDS^a
TABLE 111

OE CODE/DOT	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS					PROJECTED SUPPLY FROM ALL SOURCES ^b									
		78	79	80	81	82	78		79		80		81		82	
		Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector
17.0302 Mechanics - Auto	7770	180	180	180	180	180	163	130	163	130	163	130	163	130	163	130
17.0400 Air Frame/Power Plant Maintenance	360	15	15	15	15	15	23	3	23	3	23	3	23	3	23	3
17.0700 Commercial Art Occup.	560	35	35	35	35	35	2	0	2	0	2	0	2	0	2	0
17.0900 Photography	N/A	20	20	20	20	20	8	0	8	0	8	0	8	0	8	0
17.1001 Carpentry	5830	100	100	100	100	100	89	207	89	207	89	207	91	207	91	207
17.1002 Electricity	1770	55	55	55	55	55	10	120	10	120	10	120	12	120	12	120
17.100302 Heavy Equipment Operation	2915	155	155	155	155	155	32	0	32	0	32	0	35	0	37	0
17.1200 Diesel Mechanic	N/A	40	40	40	40	40	44	19	44	19	44	19	44	19	44	19
17.1300 Drafting	650	30	30	30	30	30	114	4	114	4	114	4	114	4	114	4
17.1500 Electronics Occup.	480	20	20	20	20	20	74	10	74	10	74	10	74	10	74	10
17.1900 Graphic Arts	770	15	15	15	15	15	14	2	14	2	14	2	14	2	14	2
17.2102 Watch and Precision Instrument Repair	110	5	5	5	5	5	6	0	6	0	6	0	6	0	6	0

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.
Other Sector includes all other source of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN, and CEP

N/A - Not available

CURRENT AND FUTURE JOB NEEDS ^a

TABLE III

OE CODE/DOI	CURRENT EMPLOYMENT	EXPANSION AND REPLACEMENT NEEDS						PROJECTED SUPPLY FROM ALL SOURCES ^b											
		78	79	80	81	82	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Voc. Ed.	Other Sector	Other Sector
		78	79	80	81	82													
17.2302 Machine Shop	740	20	20	20	20	20	70	0	70	0	70	0	70	0	70	0	70	0	0
17.2306 Welding and Cutting	1560	60	60	60	60	60	174	2	174	2	174	2	174	2	174	2	174	2	2
17.2700 Plastics Occupations	N/A	N/A	N/A	N/A	N/A	N/A	2	0	2	0	2	0	2	0	2	0	2	0	0
17.2900 Quantity Food Occupations	16225	1125	1125	1125	1125	1125	25	0	27	0	28	0	28	0	28	0	29	0	0
17.3100 Small Engine Repair	N/A	90	90	90	90	90	85	6	85	6	85	6	85	6	85	6	85	6	6
17.9900 Other	N/A	N/A	N/A	N/A	N/A	N/A	25	0	25	0	25	0	25	0	25	0	25	0	0

a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977

b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only. Other Sector includes all other sources of labor supply such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP

N/A - Not available

INTRODUCTION TO FIVE YEAR GOALS FOR VOCATIONAL EDUCATION PROGRAMS

Each of the following sections consists of a narrative description of planning efforts including the rationale for the goals that were set and a table of projected enrollments and allocations by Office of Education program code.

Each section represents the training programs within a vocational area now being conducted in Montana. Vocational program areas are identified as Agriculture Education, Distributive Education, Health Occupations Education, Wage Earning Home Economics Occupations, Business and Office Education, Technical Education, Trade and Industrial Education, and Consumer and Homemaking Education.

The projections indicated in this section of the Plan as to numbers of students being trained is accurate in terms of present funding restrictions. However, it should be noted that although the number of programs is expected to be relatively constant if funding does not increase, the demand for training programs is expected to substantially increase.

Tables IV through X represent projections for enrollments and allocations for the various vocational education program areas. It should be noted that program enrollments are defined differently according to the educational levels at which they are offered. "The primary emphasis of adult level courses is to provide short-term upgrading or retraining, while secondary and postsecondary programs are primarily designed as a series of courses to provide entry level proficiency."¹ Therefore, it would not be accurate to compare numbers of adult enrollees with numbers of enrollees at the secondary and postsecondary levels.

COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The Cooperative Vocational Education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer, so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in

1. James C. Taylor, Assistant Director for Instructional Services, Missoula Technical Center, June 17, 1977.

class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

Although the demand is high for this type of training program, sufficient funds are not available through local, state and federal sources. Therefore, cooperative programs may decrease over the next five years. The tables that follow each vocational program area include the number of students enrolled in a cooperative program within the total enrollment figure given. However, in order to demonstrate how many students of the total are under a cooperative agreement, that number has been enclosed with parentheses preceded by a "C" and is given next to the enrollment figure. Thus, under one training program such as General Merchandising, some of the students may be participating under a "coop" agreement and some may be participating in the classroom setting only.

The policies and procedures for conducting cooperative programs in Montana are covered in the following section of the Plan.

POLICIES AND PROCEDURES FOR COOPERATIVE VOCATIONAL EDUCATION

All Cooperative Vocational Education programs will meet the following requirements:

Section 195 defines "cooperative education" as "a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program."

Cooperative Vocational Education programs will be compatible with Section 195, quoted above, and will be administered by the local educational agency. The local educational agency will work with public or private employers to provide on-the-job training opportunities that otherwise might not be available to persons who could benefit from such a program.

"Local educational agency" is defined in the Rules and Regulations governing P.L. 94-482 as:

"(a) A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision of a State; or

(b) Any other public educational institution or agency having administrative control and direction of a vocational educational program."

On-The-Job Training Standards

Each program will provide on-the-job training under the following conditions:

- A. The training is related to career opportunities susceptible to permanent employment, promotion and advancement;
- B. The training does not displace other workers who perform such work;
- C. The role of the teacher-coordinator in on-the-job and classroom supervision is described;
- D. Time is provided when the teacher-coordinator can consult with the on-the-job instructor to provide a significant learning experience for the student. A minimum of one period of coordination time should be allotted for every 20 cooperative education students. Coordination time cannot be considered the same as preparation time. The time provided must be scheduled so that the teacher-coordinator may consult with the on-the-job instructor when such consultation is needed.

- E. Responsibilities of the student, the coordinator, and the employer are defined in the training agreement.
- F. Statements of policies and procedures in financing programs will reflect the intent of the local educational agency and the employer to provide adequate financing of the total training program.
- G. Staff qualifications and responsibilities will be described.
- H. Assurance will be made that the teacher-coordinator will be encouraged to attend all state professional meetings.
- I. A statement as to the membership of the advisory council will be provided. Local advisory councils must be composed of persons from the community who have a working knowledge of the program or project area. Minutes of advisory council meetings must be kept on file.

Identification of Jobs

All applications will identify the procedures used to determine available jobs and their suitability for training purposes. The application must indicate what procedures have been established for cooperation with other agencies and groups in identifying and obtaining suitable jobs for persons who enroll in a cooperative education program.

Additional Cost To Employers

Funds to employers will be for actual service and must be held to a minimum. Added employer costs will not include the cost of construction of facilities, purchase of equipment and other capital costs which would accrue to the benefit of the employer. The local educational agency will be responsible for determining added employer costs and will present a written analysis and recommendations concerning such costs to the State Board when they are deemed necessary. Employer costs may be determined necessary under the following conditions:

- A. It is apparent that without such reimbursement, employers with meaningful work stations would not be able to provide quality on-the-job training.
- B. Such added employer costs are set forth in the training agreement between the local educational agency and the employer, indicating cost factors applied, the amount of funds to be paid and the duration of the reimbursement.
- C. The local educational agency has determined necessary costs of instructional materials and costs of justified upgrading of the quality of instruction not normal to the employer's operation.

PARTICIPATION OF STUDENTS FROM NONPROFIT PRIVATE SCHOOLS

The State Board assures that there will be genuine and meaningful participations of nonprofit private school students in cooperative education programs. Such

participation will be in accordance with the following requirements.

- A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of students in nonprofit schools to the extent consistent with the number of such students in the geographic area served by the cooperative education program or project.
- B. The number of students attending nonprofit private schools and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.
- C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the application. The State Board or local public educational agency providing vocational education services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.
- D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Applications to the State Board will explain these arrangements.
- E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.
- F. Applications for any cooperative education program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.
- G. Each application will include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services

through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

NONCOMMINGLING OF FUNDS

The State Board will establish policies and procedures to assure that federal funds made available under Section 120 of P.L. 94-482 to accommodate students in non-profit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Section 120 of the Act can be separately identified as such.

ANCILLARY SERVICES AND ACTIVITIES

The Office of Public Instruction, in administering policies established by the State Board of Public Education, may encourage the expansion of services to include, but not to be limited to, the following:

- A. Cooperative agreements with teacher training institutions for training coordinators.
- B. Development of curriculum materials.
- C. Development of teacher-employer workshops.
- D. Provision of job placement for trainees.
- E. Provision of guidance and counseling for cooperative education students.
- F. Review of training plans to assure adequate local administration and supervision.

EVALUATION AND FOLLOW-UP PROCEDURES

Continuous evaluation and extended follow-up is the joint responsibility of the cooperative education coordinator and the employer. A planned follow-up of job success and employment advancements will be included as part of the evaluation. Plans will include provisions for at least a five-year follow-up study.

AGRICULTURE EDUCATION GOALS AND RATIONALE

The objectives of Agriculture Education in Montana are to prepare students for entry level employment in agriculture occupations, to provide students with postsecondary training below the baccalaureate level and to upgrade the skills of employed workers. Agriculture Education curriculum includes the following areas of instruction: Agriculture Production, Agriculture Mechanics, Agriculture Sales and Services, Forestry, Horticulture, and Agriculture Resources.

In addition to organized classroom and laboratory instruction, secondary students complete an occupational experience program within one or more of the agricultural functions of producing, processing, distributing or servicing. Certified vocational agriculture teachers supervise students throughout the year, including the summer months.

It is expected that agriculture agri-business will continue as the backbone of Montana's economy. The consolidation of small farms into larger and more diverse units, that has been an ongoing process over the last fifty years in this country, has stabilized to the point in Montana where there are now approximately 23,500 farms and ranches¹ with 31,000 individuals engaged in agriculture production.²

Some 2,360 persons work in the area of agri-business, providing services to farmers and ranchers as well as processing agricultural products.³ The timber industry employs an additional group of 2,270 persons in production and harvesting.⁴ Finally, 250 individuals are involved in a closely related area - ornamental horticulture and nursery work.⁵

Replacement needs have been projected at over 1,000 individuals for each of the next five years in all parts of agriculture in Montana.⁶

Efforts are being made in Agriculture Education in Montana to increase the effectiveness of training programs. These efforts consist of the development and implementation of a competency-based curriculum, development and implementation of standards for quality vocational agriculture programs, expended pre- and in-service training workshops for teachers, and a review process whereby each program will be evaluated at least once during the five year planning period. Emphasis will be centered on up-to-date agricultural practices, a strengthened agricultural mechanics area, and an expanded training program in agriculture business and services.

In view of the fact that Agriculture Education program completers are presently meeting only 50% of the identified manpower needs, a need for new programs is recognized. However, there exists a shortage of vocational agriculture teachers at the secondary level in Montana, as well as throughout the country. The Consultant for Agriculture Education and the Agriculture Teacher-Training Department

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1. United States Department of Agriculture Statistical Report: 1976.
 2. Employment Security Division, Department of Labor and Industry.
 3. Dr. Max Anderson, Douglas Bishop, Woodrow Ekegren, Agri-Business Manpower Report, June 1972. Department of Agriculture Education, Montana State University.
 4. Employment Security Division.
 5. Ibid.
 6. Employment Security Division.

at Montana State University are launching an intensive recruitment campaign to encourage an increased enrollment of students in Agriculture Education programs leading to teacher certification. As more teachers become available, and if sufficient funds are provided, new vocational agriculture programs will be developed at the secondary level.

There are now 4,127 students at the secondary level enrolled in Agriculture Production with 416 of those students graduating and planning to be available for work in agriculture at the closing of the academic year.⁷ A discrepancy of some 664 persons exists between an identified manpower need of 1080 and individuals available for employment.⁸ Data is not currently available as to how these additional needs are now being met. The demand for trained farm and ranch operators is a matter of paramount importance to the maintenance and improvement of the agricultural economy in Montana. This is coupled to the ever-increasing food demands of an expanding national and world population.

At the postsecondary level, completers of the Agriculture-Mechanics program at the postsecondary vocational technical center in Helena have experienced a near 90% placement rate over the last four years.⁹ Placement rates include students who become employed by farm equipment businesses as well as students who go back to their farms, as was their intention when they entered the training program. Expansion of Agriculture Mechanics programs should occur to meet the need for additional trained persons in this field. This expansion is dependent upon sufficient funding at the local, state, and federal levels.

An Agriculture Sales and Service program will be developed at the postsecondary level to meet the need for trained personnel in this area. Continual requests from large coops, farm business outlets and farm equipment dealers contrast with Employment Security data that suggests a greater supply than demand in this area. Program development is contingent upon sufficient funding becoming available.

Training programs in Forestry Technology are now being conducted at the postsecondary vocational technical centers with graduates finding employment as technicians with the Forest Service as well as with the forest products industry. At present, the placement rate in the program is 95% at the postsecondary vocational technical center in Missoula.¹⁰ The Current and Future Job Needs table shows only 46 persons available for employment for 80 positions. Therefore, this program will be considered for expansion during the next five years, dependent on the availability of funding.

There are currently some 250 persons working in the Ornamental Horticulture¹¹ field with 46 persons enrolled in training programs.¹² If subsequent data indicates a need for additional trained personnel in this area, consideration will be given to the development of a postsecondary vocational technical center in Ornamental Horticulture.

7. Office of Public Instruction Enrollment Figures.

8. Employment Security Division

9. Postsecondary Vocational Centers Follow-up Reports, Helena Vo-Tech Center. Agriculture Mechanics/Student Outcomes 1973-1976.

10. Computer Print-out, "Student Accountability Report" 1975-76, Missoula Vo-Tech Center.

11. Employment Security Division.

12. Office of Public Instruction Enrollment Data.

Evaluation of all Agriculture Education programs will be conducted over the next five years. In addition, the Consultant for Agriculture Education, Agriculture Education Teacher-Trainers at Montana State University and selected individuals from the agri-business industry will periodically review each program.

Future Farmers of America (F.F.A.) is the cocurricular student organization that provides the "hands-on"--actual, practical--experience in Agriculture Education in Montana. In addition, it provides incentives - both competitive and monetary--for students to take what is learned in the classroom and to expand upon it in the field.

Two (2) objectives are emphasized in F.F.A. (1) the development of individual traits that combine to form leadership abilities; and (2) the fostering of group processes and relationships that build citizenship and cooperation. F.F.A. exists as an integral part of Agriculture Education in Montana, with 2,300 students participating in activities at the secondary level, 40 students in the postsecondary chapter at Montana State University, and over one hundred alumni affiliates throughout the state.

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Agriculture Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
0110100 Agriculture Production	Secondary	68	4,127 (C-69)	6,986.40	164,199.45	1,473,479.64
	Centers	1	8	9,955.26	37,450.74	-0-
	Colleges	1	37	-0-	29,438.35	4,792.30
	Adult	1	29	-0-	-0-	1,216.32
01.0200 Agriculture Supplies and Services	Secondary	1	172 (C-51)	71.89	1,689.71	28,271.52
	Centers					
	Colleges					
	Adult					
01.0300 Agriculture Mechanics	Secondary					
	Centers	2	34	9,955.26	37,450.74	-0-
	Colleges					
	Adult	1	13	-0-	-0-	545.05
01.0700 Forestry	Secondary	1	136	107.87	2,535.16	37,998.08
	Centers	1	73	16,218.72	61,013.28	-0-
	Colleges	1	79	-0-	23,152.48	3,769.10
	Adult	1	45	-0-	-0-	1,887.57
01.9900 Agriculture, other	Secondary					
	Centers	*	*	12,800.46	48,154.11	-0-
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* - Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Agriculture Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
01.0100	Secondary Centers	69	4390 (C-69)	7,195.99	174,051.41	1,561,888.41	
Agriculture Production	Centers	1	16	10,253.91	39,697.77	-0-	
	Colleges	1	37	-0-	31,204.65	5,079.83	
	Adult	1	29	-0-	-0-	1,289.29	
01.0200	Secondary Centers	1	117 (C-52)	74.04	1,791.09	29,967.81	
Agriculture Supplies & Service	Centers						
	Colleges						
	Adult						
01.0300	Secondary Centers	2	34	10,253.91	39,697.77	-0-	
Agriculture Mechanics	Colleges						
	Adult	1	13	-0-	-0-	577.75	
	Secondary Centers	1	136	111.10	2,687.26	40,277.96	
01.0700	Centers	1	73	16,705.28	64,674.07	-0-	
Forestry	Colleges						
	Adult						
	Secondary Centers						
01.9900	Centers	*	*	13,184.47	51,043.35	-0-	
Agriculture, other	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						

¹Under Program Level, Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Agriculture Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
01.0100 Agriculture Production	Secondary Centers	71	4617 (C-69)	7,411.86	184,494.49	1,655,601.71
	Colleges	1	16	10,561.52	42,079.63	-0-
	Adult	1	37	-0-	33,076.92	5,384.61
	Secondary Centers	1	29	-0-	-0-	1,366.64
01.0200 Agriculture Supplies & Services	Secondary Centers	1	176 (C-52)	76.26	1,898.55	31,765.87
	Colleges					
	Adult					
	Secondary Centers	2	36	10,561.52	42,079.63	-0-
01.0300 Agriculture Mechanics	Colleges					
	Adult	1	13	-0-	-0-	612.41
	Secondary Centers	1	136	114.43	2,848.49	42,694.63
	Colleges	1	73	17,206.43	68,554.50	-0-
01.0700 Forestry	Colleges					
	Adult					
	Secondary Centers					
	Colleges	*	*	13,580.00	54,105.94	-0-
01.9900 Agriculture, other	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* - Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Agriculture Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
01.0100 Agriculture Production	Secondary Centers	73	4856 (C-69)	7,634.21	195,564.15	1,754,937.81	
	Colleges	1	16	10,878.36	44,604.40	-0-	
	Adult	1	37	-0-	35,061.53	5,707.68	
	Secondary Centers	1	29	-0-	-0-	1,448.63	
01.0200 Agriculture Supplies & Services	Secondary Centers	1	176 (C-52)	78.54	2,012.46	33,671.82	
	Colleges						
	Adult						
	Secondary Centers	2	36	10,878.36	44,604.40	-0-	
01.0300 Agriculture Mechanics	Colleges						
	Adult	1	13	-0-	-0-	649.15	
	Secondary Centers	1	136	117.86	3,019.39	45,256.30	
	Colleges	1	73	17,722.62	72,667.76	-0-	
01.0700 Forestry	Adult						
	Secondary Centers						
	Colleges						
	Adult						
01.9900 Agriculture, other	Secondary Centers	*	*	13,987.10	57,352.29	-0-	
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* - Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Agriculture Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
01.0100 Agriculture Production	Secondary	73	4912 (C-69)	7,863.23	207,297.99	1,860,234.07	
	Centers	1	16	11,204.71	47,280.66	-0-	
	Colleges	1	37	-0-	37,165.22	6,050.14	
	Adult	1	29	-0-	-0-	1,535.54	
01.0200 Agriculture Supplies & Services	Secondary	1	176 (C-51)	80.89	2,133.20	35,692.12	
	Centers						
	Colleges						
	Adult						
01.0300 Agriculture Mechanics	Secondary						
	Centers	2	36	11,204.71	47,280.66	-0-	
	Colleges						
	Adult	1	13	-0-	-0-	688.09	
01.0700 Forestry	Secondary	1	136	121.39	3,200.55	47,971.67	
	Centers	1	73	18,254.29	77,027.82	-0-	
	Colleges						
	Adult						
01.9900 Agriculture, other	Secondary						
	Centers	*	*	14,407.02	60,793.41	-0-	
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

* - Prevocational courses offered to students in regular course curriculum.

DISTRIBUTIVE EDUCATION GOALS AND RATIONALE

The objectives of Distributive Education in Montana are to prepare students for entry level employment in distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is oriented to provide instruction in the areas of marketing, merchandising, and management and involves programs at the secondary and postsecondary levels of education.

The Employment Security Division of the Department of Labor and Industry in Montana is the most reliable source of data available at this time and uses Dictionary of Occupational Titles (D.O.T.) codes which do not always correspond to Office of Education (O.E.) codes. However, on the basis of available data and demands identified by personnel in the field, it is evident that insufficient numbers of individuals are being trained for distributive occupations.

Secondary level programs are all classified as General Merchandising because they are general in nature. However, students in these programs are trained in all O.E. code areas, depending upon each student's interests. Data on expansion and replacement needs in General Merchandising is not available. However, since students are actually being trained in all areas, the sum total of expansion and replacement needs available for all areas of 2,502¹ was taken into consideration. There are 335 secondary level students considered available for work² in these general Distributive Education programs. It would appear from the data now available, that all areas of Distributive Education are greatly under--supplied with trained workers.

Limited financial resources of local communities and a shortage of qualified teachers are obstacles to the development of new programs. Due to a lack of funding, no new programs are anticipated in fiscal years 1978 and 1979. Areas of Distributive Education that will continue to be emphasized within existing programs are Hotel and Lodging³, Finance and Credit, Food Services, General Merchandising, and Hardware and Building Materials. These areas all have substantial expansion as well as replacement needs in Montana.

The State Consultant on Distributive Education will review each program to determine its effectiveness in meeting the needs of Montana students. In addition, each Distributive Education program will be evaluated during the next five years as required by law.

Distributive Education Clubs of America (DECA) is the cocurricular program of student activity that is an integral part of Distributive Education in Montana. It is designed to develop future leaders for marketing distribution as well as to increase each student's knowledge and occupational competence. In

1. Employment Security Division Statistics, Montana Department of Labor and Industry.

2. Office of Public Instruction Enrollment Reports, 1976.

3. Employment Security data does not separate out the Recreation and Leisure industry. Workers in this field are now listed under Personal Services, Food Service, General Merchandising and Hotel and Lodging.

addition, DECA promotes understanding of and appreciation for the responsibilities of citizenship in Montana. All programs at the secondary level have DECA chapters and there are three (3) chapters at the postsecondary level with a fourth in the process of being established.

TABLE V FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Distributive Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0200 Apparel & Accessories	Secondary					
	Centers	1	40 (C-13)	917.28	3,450.72	-0-
	Colleges					
	Adult					
04.0800 General Merchandise	Secondary	16	1,187	639.86	15,039.27	327,910.07
	Centers	1	79 (C-45)	13,145.16	49,450.84	-0-
	Colleges	3	128	-0-	15,520.10	1,941.55
	Adult					
04.2000 Retailing	Secondary					
	Centers	1	20	2,751.84	10,352.16	-0-
	Colleges					
	Adult					
04.1700 Real Estate	Secondary					
	Centers					
	Colleges					
	Adult	1	45	-0-	-0-	1,887.57
04.1100 Hotel-Motel Management	Secondary					
	Centers	1	25	917.28	3,450.72	-0-
	Colleges					
	Adult					
04.9900 Distributive, other	Secondary					
	Centers	*	*	2,218.56	8,346.01	-0-
	Colleges	2	103	-0-	83,000.50	13,511.72
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

* Postsecondary vocational courses offered to students in regular course curriculum.

TABLE V FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Distributive Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0200 Apparel & Accessories	Secondary					
	Centers	1	42 (C-13)	944.79	3,657.75	-0-
	Colleges					
	Adult					
04.0800 General Merchandising	Secondary	17	1206	659.05	15,941.62	347,584.67
	Centers	2	116 (C-45)	13,539.51	52,417.88	-0-
	Colleges	3	128	-0-	16,451.30	2,058.04
	Adult					
04.2000 Retailing	Secondary					
	Centers	1	22	2,834.29	10,973.28	-0-
	Colleges					
	Adult					
04.1700 Real Estate	Secondary					
	Centers					
	Colleges					
	Adult	1	45	-0-	-0-	2,000.82
04.1100 Hotel-Motel Management	Secondary					
	Centers	1	25	944.79	4,183.23	-0-
	Colleges					
	Adult					
04.9900 Distributive, other	Secondary					
	Centers	*	*	2,285.11	8,846.77	-0-
	Colleges	2	103	-0-	87,895.83	14,322.42
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE V FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Distributive Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0200 Apparel & Accessories	Secondary					
	Centers	1	42 (C-13)	973.13	3,877.21	-0-
	Colleges					
	Adult					
04.0800 General Merchandising	Secondary	17	1200	678.82	16,898.11	368,439.75
	Centers	2	15 (C-45)	15,945.69	55,562.94	-0-
	Colleges	3	128	-0-	17,438.37	2,181.52
	Adult					
04.2000 Retailing	Secondary					
	Centers	1	22	2,919.42	11,631.67	-0-
	Colleges					
	Adult					
04.1700 Real Estate	Secondary					
	Centers					
	Colleges					
	Adult					
04.1100 Hotel-Motel Management	Secondary	1	45	-0-	-0-	2,120.86
	Centers	1	25	973.13	4,434.22	-0-
	Colleges					
	Adult					
04.9900 Distributive, other	Secondary					
	Centers	*	*	2,353.66	9,377.57	-0-
	Colleges	2	103	-0-	93,264.97	15,181.76
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students enrolled in regular course curriculum.

TABLE V FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Distributive Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0200 Apparel & Accessories	Secondary					
	Centers	1	41 (C-13)	1,002.32	3,900.76	-0-
	Colleges					
	Adult					
04.0800 General Merchandising	Secondary	16	1190	699.18	17,911.99	390,546.13
	Centers	2	100 (C-45)	14,364.06	58,696.70	-0-
	Colleges	3	128	-0-	18,484.67	2,312.41
	Adult					
04.2000 Retailing	Secondary					
	Centers	1	22	3,007.00	12,329.56	-0-
	Colleges					
	Adult					
04.1700 Real Estate	Secondary					
	Centers					
	Colleges					
	Adult	1	45	-0-	-0-	2,248.11
04.110 Hotel-Motel Management	Secondary					
	Centers	1	25	1,002.32	4,700.26	-0-
	Colleges					
	Adult					
04.9900 Distributive, other	Secondary					
	Centers	*	*	2,424.26	9,940.22	-0-
	Colleges	2	103	-0-	98,860.86	16,092.66
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational Courses offered to students enrolled in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE V FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Distributive Education Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0200 Apparel & Accessories	Secondary					
	Centers	1	44 (C-14)	1,032.38	4,134.80	-0-
	Colleges					
	Adult					
04.0800 General Merchandising	Secondary	18	1210	720.15	18,986.70	413,978.89
	Centers	2	120 (C-45)	14,794.98	62,430.39	-0-
	Colleges	3	128	-0-	19,593.75	2,451.15
	Adult					
04.2000 Retailing	Secondary					
	Centers	1	24	3,097.21	13,069.33	-0-
	Colleges					
	Adult					
04.1700 Real Estate	Secondary					
	Centers					
	Colleges					
	Adult	1	45	-0-	-0-	2,382.99
04.1100 Hotel-Motel Management	Secondary					
	Centers	1	25	1,032.38	4,982.26	-0-
	Colleges					
	Adult					
04.9900 Distributive, other	Secondary					
	Centers	*	*	2,496.98	10,536.63	-0-
	Colleges	2	103	-0-	104,792.51	17,058.21
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment FiguresC - indicates number of students enrolled in Cooperative Programs
* Prevocational courses offered to students in regular course curriculum.

HEALTH OCCUPATIONS EDUCATION GOALS AND RATIONALE

The objectives of Health Occupations Education are to provide entry level skills, technical knowledge, and information necessary for successful employment in the health occupational fields. Programs conducted at both the secondary and post-secondary levels include laboratory experience and clinical training as integral aspects of the curriculum. Programs also provide the basic skills and knowledge necessary to students who plan to enter further training below the baccalaureate level.

Employment Security data and surveys conducted by the Missoula and Helena post-secondary vocational technical centers indicate that the number of individuals who complete training programs only partially meet the identified replacement need for each health occupational category, except in the case of Practical Nursing. In this program, Employment Security data demonstrates the reverse--180 persons¹ will be available for work with an identified manpower need of 120. This information contrasts with a constant call in Montana newspaper advertisements for Licensed Practical Nurses.

Although statistics show a gradual slowing down in the expansion of the health care industry nationally², a significant development in Montana--and Home Health System--runs counter to that trend. Home Health Aides enable the disabled, the elderly, and individuals experiencing long surgical or medical recuperations to eliminate or delay their extended placement in hospitals or nursing homes by providing the medical services they need in their own homes. The services of the Home Health Aide parallel services offered by the Nurse Aid--the difference is in the site where the services are provided.

In 1975, the number of individuals over the age of 65 in Montana was estimated to be 75,000 which represents slightly over 10% of the total state population.³ With rising health care costs and the benefits to be gained by the disabled and elderly remaining in their homes, it is expected that the demand for Home Health Aides will necessitate the development of three additional training programs in this area over the next five years. The development of these programs will be contingent upon sufficient funds being received.

Home Health Aide training programs will be implemented in small rural schools by coordinating curriculum development with Home Economics Related Occupations (HERO) programs. This approach will provide for the most efficient utilization of limited clinical facilities in rural areas, the acquisition of job-entry-level skills by students in the programs and will increase the number of individuals available to meet employment demands for Home Health Aides.

Factors to be considered in planning for future program development in the health occupations are the current shortage of adequate clinical facilities, the scarcity of qualified instructors, and the lack of start-up funds. In addition, planning for expansion or development of programs must await the availability of reliable employment data that is expected within the next year from the Management Information and Manpower System now being developed in Montana.

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1. Office of Public Instruction Enrollment Reports 1976.
 2. National Commission for Manpower Policy. Special Report No. 11, October 1976.
 3. Estimates of the Population of States by Age, Document #619 Series P-25. U. S. Department of Commerce, January 1976.

Revised curriculum guidelines for each program area in Health Occupations Education are currently being developed. They will provide the means to effectively evaluate student performance by outlining measurable performance objectives to be met through specific segments of the training program curriculum. Through identification of performance objectives, vertical and horizontal mobility for graduates of Health Occupations Education training programs will be provided for.

The State Consultant for Health Occupations will periodically review each training program. Along with this review, each Health Occupations Education training program will be evaluated during the five year planning period as required by law.

Health Occupations Education students in Montana have become affiliated with Vocational Industrial Clubs of America (VICA) within the last year. Activities encourage the development of student's social and leadership abilities, as well as improving their level of skills. These activities are now integrated into the instructional programs.

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Health Occupations Programs

O. E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0101 Dental Assistant	Secondary						
	Centers	1	58	10,005.45	37,639.55	-0-	
	Colleges						
	Adult						
07.0302 Practical Nurse	Secondary						
	Centers	5	361	83,705.37	314,891.62	-0-	
	Colleges	1	40	-0-	30,751.77	5,006.10	
	Adult						
07.0303 Nurse Aide	Secondary	4	145	38.84	913.03	9,560.28	
	Centers	2	94	1,426.07	5,364.73	-0-	
	Colleges						
	Adult	3	95	-0-	-0-	3,984.87	
	Secondary						
07.0305 Operating Room Technician	Centers	1	15	3,323.88	12,504.12	-0-	
	Colleges						
	Adult						
	Secondary						
07.0903 Respiratory Therapy Technician	Centers	1	11	6,619.62	24,902.38	-0-	
	Colleges						
	Adult						
	Secondary						
	Centers						
07.0301 Associate Degree Nurse	Colleges	2	207	-0-	161,446.76	26,282.05	
	Adult						
	Secondary						
	Centers						
07.0907 Medical Emergency Technician	Colleges						
	Adult	1	37	-0-	-0-	1,552.00	
	Secondary						
	Centers						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
 Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Health Occupations (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0906 Health Aide	Secondary	1	10	98.25	2,309.21	44,970.45	
	Centers						
	Colleges						
	Adult						
07.9900 Health Occupations, other	Secondary						
	Centers	*	*		14,410.68	-0-	
	Colleges	1	28	3,830.69	24,942.15	4,060.36	
	Adult			-0-			
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Health Occupations Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
07.0101 Dental Assistant	Secondary					
	Centers	1	70	10,305.61	39,897.91	-0-
	Colleges					
	Adult					
07.0302 Practical Nurse	Secondary					
	Centers	5	360	86,216.53	333,785.11	-0-
	Colleges	1	40	-0-	32,596.87	5,306.46
	Adult					
07.0303 Nurse Aide	Secondary	5	205	40.00	967.81	10,133.89
	Centers	2	95	1,468.85	5,686.60	-0-
	Colleges					
	Adult	3	95	-0-	-0-	4,223.96
07.0305 Operating Room Technician	Secondary					
	Centers	1	15	3,423.59	13,254.36	-0-
	Colleges					
	Adult					
07.0903 Respiratory Therapy Technician	Secondary					
	Centers	1	16	6,818.20	26,396.51	-0-
	Colleges					
	Adult					
07.0301 Associate Degree Nurse	Secondary					
	Centers					
	Colleges	2	207	-0-	171,133.56	27,858.97
	Adult					
07.0907 Medical Emergency Technician	Secondary					
	Centers					
	Colleges					
	Adult	1	37	-0-	-0-	1,645.12

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Health Occupations (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0906 Health Aide	Secondary	1	15	101.19	2,447.76	47,668.67	
	Centers						
	Colleges						
	Adult						
07.9900 Health Occupations, other	Secondary						
	Centers	*	*	3,945.61	15,986.65	-0-	
	Colleges	1	36	-0-	26,438.67	4,303.98	
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Health Occupations Programs

O. E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0101 Dental Assistant	Secondary						
	Centers	1	70	10,614.77	42,291.77	-0-	
	Colleges						
	Adult						
07.0302 Practical Nurse	Secondary						
	Centers	5	360	88,803.02	353,812.21	-0-	
	Colleges	1	40	-0-	34,552.68	5,624.84	
	Adult						
07.0303 Nurse Aide	Secondary	6	240	41.20	1,025.87	10,741.92	
	Centers	2	96	1,512.91	6,027.79	-0-	
	Colleges						
	Adult	3	95	-0-	-0-	4,477.39	
07.0305 Operating Room Technician	Secondary						
	Centers	1	15	3,526.29	14,049.61	-0-	
	Colleges						
	Adult						
07.0903 Respiratory Therapy Technician	Secondary						
	Centers	1	16	7,022.74	27,980.29	-0-	
	Colleges						
	Adult						
07.0301 Associate Degree Nurse	Secondary						
	Centers						
	Colleges	1	207	-0-	181,401.57	29,530.50	
	Adult						
07.0907 Medical Emergency Technician	Secondary						
	Centers						
	Colleges						
	Adult	1	37	-0-	-0-	1,743.82	

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
 Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Health Occupations (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0906 Health Aide	Secondary	1	15	104.22	2,594.62	50,528.79	
	Centers						
	Colleges						
	Adult						
07.9900 Health Occupations, other	Secondary						
	Centers	*	*	4,063.97	17,864.21	-0-	
	Colleges	1	32	-0-	28,024.99	4,562.21	
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Health Occupations Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0101 Dental Assistant	Secondary						
	Centers	1	70	10,933.21	44,829.27	-0-	
	Colleges						
	Adult						
07.0302 Practical Nurse	Secondary						
	Centers	5	355	91,467.11	375,040.93	-0-	
	Colleges	1	40	-0-	36,625.84	5,962.33	
	Adult						
07.0303 Nurse Aide	Secondary	6	245	42.43	1,087.42	11,386.43	
	Centers	2	96	1,558.29	6,389.45	-0-	
	Colleges						
	Adult	3	95	-0-	-0-	4,746.03	
07.0305 Operating Room Technician	Secondary						
	Centers	1	15	3,632.07	14,892.58	-0-	
	Colleges						
	Adult						
07.0903 Respiratory Therapy Technician	Secondary						
	Centers	1	16	7,233.42	29,659.10	-0-	
	Colleges						
	Adult						
07.0301 Associate Degree Nurse	Secondary						
	Centers						
	Colleges	1	207	-0-	192,285.66	31,302.33	
	Adult						
07.0907 Medical Emergency Technician	Secondary						
	Centers						
	Colleges						
	Adult	1	37	-0-	-0-	1,848.44	

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
 Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Health Occupations (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
07.0906 Health Aide	Secondary Centers	1	15	107.34	2,750.29	53,560.51	
	Colleges						
	Adult						
	Secondary Centers						
07.9900 Health Occupations, other	Colleges	*	*	4,185.88	19,967.94	-0-	
	Adult	1	36	-0-	29,706.48	4,835.94	
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Health Occupations Programs

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
07.0101 Dental Assistant	Secondary Centers	1	70	11,261.20	47,519.01	-0-
	Colleges					
	Adult					
	Secondary Centers	5	358	94,211.12	397,543.37	-0-
07.0302 Practical Nurse	Colleges	1	40	-0-	38,823.39	6,320.06
	Adult					
	Secondary Centers	6	250	43.70	1,152.66	12,069.61
	Colleges	2	96	1,605.03	6,772.81	-0-
07.0303 Nurse Aide	Colleges					
	Adult	3	95	-0-	-0-	5,030.79
	Secondary Centers	1	15	3,741.03	15,788.12	-0-
	Colleges					
07.0903 Respiratory Therapy Technician	Adult					
	Secondary Centers	1	16	7,450.42	31,438.63	-0-
	Colleges					
	Adult					
07.0301 Associate Degree Nurse	Secondary Centers					
	Colleges	1	207	-0-	203,822.79	33,180.46
	Adult					
	Secondary Centers					
07.0907 Medical Emergency Technician	Colleges					
	Adult	1	37	-0-	-0-	1,959.34

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE VI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Health Occupations (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
07.0906 Health Aide	Secondary	1	15	110.56	2,915.30	56,774.14
	Centers					
	Colleges					
	Adult					
07.9900 Health Occupations, other	Secondary					
	Centers	*	*	4,311.45	22,325.43	-0-
	Colleges	1	36	-0-	31,488.86	5,126.09
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

WAGE EARNING HOME ECONOMICS EDUCATION GOALS AND RATIONALE

The objectives of Wage Earning Home Economics Education are to prepare students for entry-level employment in Home Economics Occupations, to provide students with postsecondary training below the baccalaureate level and to upgrade the skills of employed workers. Wage Earning Home Economics curriculum includes instruction in Food Management and Services, Child Care Services, Clothing Management and Production, and Home Economics Related Occupations. (HERO).

Tourism is Montana's third largest industry with \$304,497,644 being spent in 1975. Looking at a past figure of only \$132,763,000 spent in 1967, a steady increase is expected to continue in future years.¹ In 1976, 31 cents of each travel dollar went to pay for professional salaries and services, with an additional 29 cents going to farmers and food producers.²

The food service industry employed over 15,000 individuals in 1970 in all phases of food preparation, delivery and clean up. Of those individuals - 4,600 were employed as cooks with annual openings projected at 310 per year.³

There are now 265 students at the secondary level enrolled in Food Management, Production and Services with 133 determined to be available for work in fiscal year 1978.⁴ Two postsecondary vocational technical centers have 68 students enrolled with 61 available for work.⁵ Therefore, if all students available for work are combined, the total - 204 - still does not meet the identified manpower need just for cooks of 310. To more adequately meet the manpower need, a gradual increase in enrollment in this program area is expected over the next five years.

In Montana, the demand for child care far exceeds the supply of day care homes and child care centers. In 1970, (the latest year for which figures are available) 30,000 children were of pre-school age in families where either both parents or the single head of household were employed.⁶ This contrasts with an availability of only 6,000 licensed child care slots.⁷ In addition to the pre-school age children, there were 20,000 children between the ages of 5 and 14 years in families with working parents.⁸ Although these children spent part of their day in school, there was still a need for care during out of school hours and over school vacations. Two postsecondary vocational technical centers in Montana are planning to develop training programs for Child Care Specialists to meet this need, if sufficient funds are available from local, state and federal sources.

1. "Mini-Profile of Tourism in Montana", Highway Planning and Research Division 1976.

2. "Montana Travel Industry - Everybody's Business", Montana Chamber of Commerce 1977.

3. Annual Planning Report for Montana FY 1977. Employment Security Division, Dept. of Labor and Industry May 15, 1976 p. 113.

4. Office of Public Instruction enrollment data.

5. Postsecondary Vo-Tech Center Follow-up Reports Oct. 1976.

6. 1970 Census Data, Employment Security Division, Department of Labor and Industry.

7. April 1975 Survey of District Social and Rehabilitation Services office data reports, compiled by Bureau of Child and Youth Development, Department of Social and Rehabilitation Services.

8. 1970 Census data, Employment Security Division.

Personnel at the vocational technical center in Helena have proposed a nine month academic program coupled with community work experience to be instituted during the five year planning period. If funded, they plan to work closely with a child care facility that is located on an adjacent physical site.

"This program is composed of a sequence of courses leading an individual toward a career as a child development specialist. The courses are designed to assist a person to be able to meet the specific needs of a group of children in a child development setting by nurturing children's social, physical, emotional and intellectual growth."⁹

In addition, they propose to emphasize the business aspects of organizing and operating a child care center. Various employment opportunities will also be stressed. Statistics show a "new and replacement annual rate for Child Care and Guidance personnel in Montana to be at 430."¹⁰

The postsecondary vocational technical center at Butte is also developing a plan to train child development specialists. Follow-up placement studies have shown that a substantial number of graduates of vocational education training programs have not been able to maintain continuous employment in the community due to a lack of quality child care for their dependent children. Personnel at the Butte Center plan to develop a child care facility to be utilized both for training purposes and for providing child care to dependents of enrolled students. They are currently involved in an in-depth study of community resources and child care facilities which will enable them to develop the most effective plan for this training program. They foresee initiating the program within the next five academic years, if sufficient funds are provided.

Efforts are currently being made at the secondary level to train Child Care Aides in five communities in Montana. The Missoula and Billings Career Centers operate full-time day care centers for pre-school children which are utilized for training programs. Each district supervises a nine month program for students who spend one semester in a class on child development and one semester experiencing employment in a child care center operated by the district. One or two new programs are expected to be added at the secondary level over the next five years, contingent upon the availability of sufficient funds.

There are currently 830 individuals employed in Clothing Management and Services in Montana with an estimated annual replacement and expansion need of 80 persons.¹¹ In fiscal year 1978, a combined enrollment of 85 students at two secondary programs is projected with 43 of those students being available for work at the completion of their training.¹² A gradual increase in enrollment is expected in the current programs to more adequately meet the manpower need for this area.

Increased emphasis is being given to Home Economics Related Occupations (HERO) programs at the secondary level in Montana. Many of the small rural schools (under 300 student enrollment) do not have the personnel nor the facilities to offer

9. Project Proposal, Child Development Aide Training Program. Helena Vocational Technical Center.

10. Employment Security Division.

11. Employment Security Division.

12. Office of Public Instruction data.

separate vocational programs in the Home Economics area. In order to present career information on all areas, they combine them into a one semester course. Thus, a student may spend a certain number of weeks receiving instruction on Child Care Services, and then a certain number of weeks on Clothing management, etc. It is felt that this HERO program is a real benefit to the rural student who otherwise would not be exposed to this occupational information. Health Occupations Education personnel will coordinate planning efforts with HERO instructors to provide new occupational exposure to the emerging field of Home Health Aides. Two new programs will be developed by 1981 if sufficient funds are available. Thus, enrollments are expected to steadily increase in the HERO program area.

The Consultant for Home Economics Education is coordinating two efforts to assure the continuing quality of training programs in this area. Criteria for the approval of programs is revised each year to include any changes in emphasis and scope. Quality standards are now being developed and will be disseminated in the near future. They will act as guidelines for local programs and will outline teacher qualifications, advisory council responsibilities, budgetary needs, facilities and equipment preferable for training, materials and curriculum needs, student organization functions, cooperative education procedures, instructional goals, and evaluation criteria.¹³

Each program will be evaluated by an outside team within the next five years along with a self-evaluation to be completed every year by program personnel.

Future Homemakers of America is the national and state vocational education organization for students in Home Economics and Home Economics Related Occupations. There are two types of chapters serving the members' needs: F. H. A. chapters for students in Consumer-Homemaking and HERO chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to,

"Emphasize consumer, home and family life education and explore job and career opportunities in Home Economics. They can provide students with a variety of opportunities to develop their leadership potential while focusing on the aspects, skills, and theory within the curriculum."¹⁴

Activities of Montana F. H. A./HERO chapters range from community projects to aid the elderly, to "Wanted: Healthy Babies" workshops where facts regarding birth defects, their causes and prevention, are provided. Vocational educators will continue to provide support and coordination between classroom and F.H.A./HERO activities in Montana.

13. "Elements of Quality Vocational Education Programs - Vocational Home Economics", Office of Public Instruction.

14. HERO Chapter, Basics of Organizing, Future Homemakers of America.

TABLE VII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Wage Earning Home Economics Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
09.0201 Care & Guidance of Children	Secondary Centers	2	155	127.42	2,995.32	80,953.63	
	Colleges						
	Adult						
09.0202 Clothing Management, Production & Services	Secondary Centers	2	85	78.30	1,840.58	65,699.81	
	Colleges						
	Adult						
09.0203 Food Management, Production & Services	Secondary Centers	4	165 (C-23)	110.35	2,594.26	78,244.25	
	Colleges	1	30	15,937.45	59,955.11	-0-	
	Adult						
09.0299 Other--HERO, Multi-Occupations	Secondary Centers	12	460 (C-47)	108.62	2,553.69	115,532.27	
	Colleges						
	Adult						
09.0205 Institution & Home Management	Secondary Centers	10	300	50.08	1,177.15	33,472.94	
	Colleges						
	Adult						
09.0204 Home Furnishings, Equipment & Service	Secondary Centers	12	175	44.60	1,048.36	26,378.51	
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Wage Earning Home Economics Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0201 Care & Guidance of Children	Secondary	2	155	131.24	3,175.03	85,810.84
	Centers					
	Colleges					
	Adult					
09.0202 Clothing Management, Production & Services	Secondary	2	85	80.64	1,951.01	69,641.79
	Centers					
	Colleges					
	Adult					
09.0203 Food Management, Production & Services	Secondary	4	165 (C-22)	113.66	2,749.91	82,938.90
	Centers	1	30	16,415.57	63,552.41	-0-
	Colleges					
	Adult					
09.0299 Other--HERO, Multi-Occupations	Secondary	12	460 (C-48)	111.87	2,706.91	122,464.31
	Centers					
	Colleges					
	Adult					
09.0205 Institutional & Home Management	Secondary	10	300	52.09	1,247.77	35,481.31
	Centers					
	Colleges					
	Adult					
09.0204 Home Furnishings, Equipment & Services	Secondary	12	175	45.93	1,111.26	27,961.22
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level, Center includes 5 postsecondary vocational technical centers.
 SOURCE OF DATA: Office of Public Instruction
 Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Wage Earning Home Economics Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0201 Care & Guidance of Children	Secondary Centers	2	157	135.17	3,365.53	90,959.49
	Colleges Adult					
	Secondary Centers	2	85	83.05	2,068.07	73,820.29
	Colleges Adult					
09.0202 Clothing Management, Production & Services	Secondary Centers	4	165 (C-23)	117.06	2,914.90	87,915.23
	Colleges Adult	1	30	16,908.03	67,365.55	-0-
	Secondary Centers	12	465 (C-47)	115.22	2,869.32	129,812.16
	Colleges Adult					
09.0203 Food Management, Production & Services	Secondary Centers	10	300	53.65	1,322.63	37,610.18
	Colleges Adult					
	Secondary Centers	12	175	47.30	1,177.93	29,638.89
	Colleges Adult					
09.0204 Home Furnishing, Equipment & Services	Secondary Centers					
	Colleges Adult					
	Secondary Centers					
	Colleges Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
 Enrollment Figures

TABLE VII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Wage Earning Home Economics Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
09.0201	Secondary	3	200	139.22	3,567.46	96,417.05	
Care & Guidance of Children	Centers						
	Colleges						
	Adult						
09.0202	Secondary	2	87	85.54	2,192.15	78,249.50	
Clothing Management, Production & Services	Centers						
	Colleges						
	Adult						
09.0203	Secondary	5	185 (C-25)	120.57	3,089.79	93,190.14	
Food Management, Production & Services	Centers	2	60	17,415.27	71,407.47	-0-	
	Colleges						
	Adult						
09.0299	Secondary	12	475 (C-49)	118.67	3,041.47	137,600.88	
Other -- (HERO) Multi-Occupations	Centers						
	Colleges						
	Adult						
09.0205	Secondary	10	300	55.25	1,401.98	39,866.79	
Inst. & Home Management	Centers						
	Colleges						
	Adult						
09.0204	Secondary	12	175	48.71	1,248.60	31,417.22	
Home Furnishings, Equipment and Services	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						
	Secondary						
	Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE VII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Wage Earning Home Economics Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
09.0201	Secondary Centers	4	225	143.39	3,781.50	102,202.07	
Care & Guidance of Children	Colleges						
	Adult						
09.0202	Secondary Centers	2	90	88.10	2,323.67	82,944.47	
Clothing Management, Production & Services	Colleges						
	Adult						
09.0203	Secondary Centers	6	210 (C-26)	124.18	3,275.17	98,781.54	
Food Management, Production & Services	Centers	2	65	17,937.72	75,691.91	-0-	
	Colleges						
09.0299	Adult						
	Secondary Centers	13	500 (C-50)	122.23	3,223.95	145,856.93	
Other -- (HERO) Multi-Occupations	Colleges						
	Adult						
09.0205	Secondary Centers	10	300	56.90	1,486.09	42,258.79	
Inst. & Home Management	Colleges						
	Adult						
09.0204	Secondary Centers	12	175	50.17	1,323.51	33,302.25	
Home Furnishings, Equipment and Services	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
 SOURCE OF DATA: Office of Public Instruction
 Enrollment Figures

BUSINESS AND OFFICE EDUCATION GOALS AND RATIONALE

The objectives of Business and Office Education are to prepare students for entry-level employment in Business and Office occupations; to upgrade the skills of employed workers; and to provide students with postsecondary training below the baccalaureate level in Business and Office Education. Along with classroom study, many secondary students are placed in on-the-job training positions with job and classroom experiences integrated into a complete training program. Secondary level programs primarily provide training for entry-level secretarial and clerical positions. Postsecondary level programs at the vocational technical centers provide training across a wider variety of fields including Bookkeeping and Accounting, Business Data Processing, General Office Clerical, Stenographic, Secretarial and Related, and Typing.

Business and Office Education Programs in vocational technical centers in Montana operate under a policy of open-entry/open-exit enrollment to best serve the needs of trainees. This policy allows trainees to enter a program when their need for training exists and to obtain just the skills they need, and then allows them to exit the program when they have met their goal. Therefore, the total enrollment figures that are given in the following tables for Business and Office Education are somewhat misleading due to the cumulative nature of this open-entry/open-exit enrollment policy. To accurately determine the number of individuals available for work in each training program, the total number of individuals who exited the entire number of training programs was divided by the total number of individuals enrolled in Business and Office training programs. This computation resulted in a 61 percent average of each enrollment that represents persons actually available for work in that occupational area.

In addition, in viewing manpower demand and supply, it is important to note that in Montana, an average of 85 monthly requests for personnel in business and office occupations go unfilled and remain open for 30 days.¹

In Business Data Processing, utilizing the adjusted 61 percent figure of the number of students enrolled in the training program, 108 students² are estimated to be available for only 45 positions.³

However, there seem to be discrepancies in the available data. The placement rate for graduates of Business Data Processing programs in the area or in a related field is 85 percent.⁴ However, only 22 percent of the exits are graduates. Some students are exiting prior to graduation, and of these, 38 percent are finding employment in the area or in a related field; while 8 percent are going on for further training.⁵

Therefore, efforts to correct discrepancies among the identified manpower needs, the number of students exiting from training programs, and the number of students

1. Employment Security Division Statistics, Montana Department of Labor and Industry.

2. Office of Public Instruction Enrollment Reports, 1976.

3. Employment Security Division.

4. Office of Public Instruction, Postsecondary Vocational Technical Center Follow-up Report, All Centers. October, 1976.

5. Ibid.

who actually complete training, are needed and will be made during the next two years. First, an information system to provide more reliable data for determining manpower needs is now being developed. Secondly, a review of each Business Data Processing training program will be conducted. Finally, a system will be developed to assist Business Data Processing students in assessing their employment potential prior to their enrollment in training programs. An attempt will be made to assess regional as well as state manpower needs for persons in Business Data Processing Education.

A second area within Business and Office Education to note is that of Typing. There are estimated to be 388⁶ students being trained for 240 positions.⁷ However, many of the enrollees in the Typing program either go on to further training or are concurrently enrolled in the General Office Clerical or the Stenographic, Secretarial and Related program areas. Therefore, to accurately examine the enrollments in the 3 areas listed above, it is necessary to combine them and to compare that figure - 1,428⁸ with the combined manpower need of the three areas - 2085.⁹

Data used to determine manpower needs in the area of Bookkeeping and Accounting is of questionable validity due to a conflict between the methods used by Vocational Education and Employment Security in defining the parameters of this area. It is expected that many jobs that Vocational Education considers to be clerical from a training standpoint, are being classified as being Bookkeeping and Accounting by Employment Security because personnel in these positions deal with figures as a minor part of their clerical duties. When the new Management Information and Manpower System is implemented, reliable data will assist in the determination of whether this training area needs to be expanded.

Information that has been communicated to the Consultant for Business and Office Education at professional conferences and curriculum development workshops, indicates an increased demand for Reprographics personnel, and Paralegal Secretaries. A need for courses in Medical Assistance for Medical Secretaries has also been expressed. If data from the new Management Information and Manpower System being developed supports this communication, and if sufficient funds are available, these three areas will be expanded in the next two years. Planning efforts will be coordinated with the Trade and Industrial Education and Health Occupations Education program areas.

Personnel from Home Economics, Distributive Education, and Social Studies in local educational agencies will enter into a cooperative effort with Business and Office personnel in planning for the delivery of Consumer Education services at the secondary and postsecondary levels.

The Consultant for Business and Office Education will periodically review each training program to assure its maximum effectiveness in meeting the vocational education needs of students in Montana. In addition to this review, each training program will be evaluated at least once during the next five years, as required by law.

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6. Office of Public Instruction.
 7. Employment Security Division.
 8. Office of Public Instruction.
 9. Employment Security Division.

Students of Business and Office Education programs are afforded the opportunity to develop and expand personal and leadership skills through the Montana Office Education Association. This co-curricular organization provides leadership training, personal growth, and human relations activities for students enrolled in Business and Office Education classes.

Students participating in local statewide leadership training exercises have the opportunity to become State and local officers, to participate in planning workshops, and to be involved in business-related competitive events at the State leadership conference events. These events range from typing, information-communications, job interviewing techniques, extemporaneous verbal communications, to activity manuals and data processing.

Students may participate in National Office Education Association conferences, and in the Leadership Development Award program. Finally, members may work to support the Montana Special Olympics - a national service project. The Office Education Association will continue to grow in membership and opportunity at all levels of education in Montana. The Office of Public Instruction will continue to support student involvement in its activities.

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0100	Secondary Centers	5	155	34,094.89	128,261.74	-0-
Bookkeeping/Accounting	Colleges					
	Adult	4	183	-0-	-0-	7,676.12
	Secondary Centers	4	177	47,029.60	176,920.88	-0-
Business Data Processing	Colleges					
	Adult					
	Secondary Centers	62	866	2,451.51	57,574.71	1,168,390.09
14.0300	Centers	2	56	24,065.16	90,530.81	-0-
General Office Clerical	Colleges					
	Adult	3	133	-0-	-0-	5,578.82
	Secondary Centers	41	957 (C-235)	2,254.77	52,996.26	879,913.48
14.0700	Centers	5	338	33,426.94	330,090.99	-0-
Stenographer, Secretarial & Related Program Areas	Colleges	5	204	-0-	119,873.78	
	Adult	6	348	-0-	-0-	14,597.21
	Secondary Centers	2	48	152.10	3,574.78	20,311.56
14.0900	Centers	5	412	3,231.64	12,157.14	-0-
Typing	Colleges					
	Adult	5	352	-0-	-0-	14,764.99
	Secondary Centers	1	16	4,698.34	17,674.67	-0-
14.0600	Colleges					
Education Assistant	Adult					
	Secondary Centers					
	Colleges					
14.0201	Adult					
Key Punch	Secondary Centers					
	Colleges					
	Adult	2	24	-0-	-0-	1,006.70

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Business & Office Education (Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL I	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0203 Programmer	Secondary					
	Centers					
	Colleges					
	Adult	2	47	-0-	-0-	1,971.46
14,9900 Business & Office - Other	Secondary					
	Centers	*	*	9,473.13	35,637.03	-0-
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0100 Bookkeeping/Accounting	Secondary Centers	5	157	35,117.73	135,957.44	-0-
	Colleges					
	Adult	4	183	-0-	-0-	8,136.68
	Secondary Centers	4	179	48,440.48	187,536.13	-0-
14.0200 Business Data Processing	Colleges					
	Adult					
	Secondary Centers	63	868	2,525.05	61,029.19	1,238,493.49
	Colleges	2	58	24,787.11	95,962.65	-0-
14.0300 General Office Clerical	Adult	3	133	-0-	-0-	5,913.54
	Secondary Centers	41	906 (C-235)	2,322.41	56,176.03	932,708.28
	Colleges	5	340	35,462.63	349,896.35	-0-
	Adult	6	204	-0-	127,066.20	20,741.88
14.0700 Stenographer, Secretarial, & Related Program Areas	Secondary Centers	2	48	156.66	3,789.26	21,530.25
	Colleges	5	414	3,328.58	12,886.56	-0-
	Adult	5	352	-0-	-0-	15,650.88
	Secondary Centers	1	16	4,839.29	18,735.15	-0-
14.0900 Typing	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
14.0600 Education Assistant	Adult					
	Secondary Centers					
	Colleges					
	Adult					
14.0201 Key Punch	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers	2	24	-0-	-0-	1,067.10

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Business & Office Education (Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
14.0203 Programmer	Secondary Centers						
	Colleges						
	Adult	2	47	-0-	-0-	2,089.74	
	Secondary Centers	*	*	9,757.32	37,775.25	-0-	
14.9900 Business & Office - Other	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0100 Bookkeeping/Accounting	Secondary Centers	5	157	36,171.26	144,114.88	-0-
	Colleges					
	Adult	4	183	-0-	-0-	8,624.88
14.0200 Business Data Processing	Secondary Centers	4	181	49,893.69	198,788.29	-0-
	Colleges					
	Adult					
14.0300 General Office Clerical	Secondary Centers	64	870	2,600.80	64,690.94	1,312,803.09
	Colleges	2	58	25,530.72	101,720.40	-0-
	Adult	3	133	-0-	-0-	6,268.35
14.0700 Stenographer, Secretarial & Related Program Areas	Secondary Centers	41	961 (C-235)	2,392.08	59,546.59	988,670.77
	Colleges	5	340	35,462.63	370,890.13	-0-
	Adult	5	204	-0-	134,690.17	21,986.39
		6	348	-0-	-0-	16,401.41
14.0900 Typing	Secondary Centers	2	48	161.35	4,016.61	22,822.06
	Colleges	5	416	3,428.43	13,659.74	-0-
	Adult	5	352	-0-	-0-	16,589.93
14.0600 Education Assistant	Secondary Centers	3	38	4,984.46	19,859.25	-0-
	Colleges					
	Adult					
14.0201 Key Punch	Secondary Centers					
	Colleges					
	Adult	2	24	-0-	-0-	1,131.12

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Business and Office Education (Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL 1	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0203 Programmer	Secondary					
	Centers					
	Colleges					
	Adult	2	47	-0-	-0-	2,215.12
14.990 Business & Office - Other	Secondary					
	Centers	*	*	10,050.03	40,041.76	-0-
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0100	Secondary Centers	5	159	37,256.39	152,761.76	-0-
Bookkeeping/Accounting	Colleges					
	Adult	4	183	-0-	-0-	9,142.37
14.0200	Secondary Centers	4	181	51,390.50	210,715.57	-0-
Business Data Processing	Colleges					
	Adult					
14.0300	Secondary Centers	65	875	2,678.82	68,572.39	1,391,571.27
General Office Clerical	Colleges	2	60	26,296.64	107,823.61	-0-
	Adult	3	133	-0-	-0-	6,644.45
14.0700	Secondary Centers	41	965 (C-238)	2,463.84	63,119.38	1,047,991.01
Stenographer, Secretarial & Related Program Areas	Colleges	5	342	36,526.50	393,143.53	-0-
	Adult	6	204	-0-	142,771.58	23,305.57
14.0900	Secondary Centers	2	48	166.19	4,257.60	17,385.49
Typing	Colleges	5	418	3,531.28	14,479.31	24,191.38
	Adult	5	352	-0-	-0-	-0-
14.0600	Secondary Centers	3	58	5,133.99	21,050.80	17,585.32
Education Assistant	Colleges					-0-
	Adult					
14.0201	Secondary Centers					
Key Punch	Colleges					
	Adult	2	24	-0-	-0-	1,198.98

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
 Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Business and Office Education (Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0203 Programmer	Secondary					
	Centers					
	Colleges					
	Adult	2	47	-0-	-0-	2,348.02
14.9900 Business & Office - Other	Secondary					
	Centers	*	*	10,351.53	42,444.26	-0-
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0100	Secondary Centers	5	160	38,374.08	161,927.46	-0-
Bookkeeping/Accounting	Colleges					
	Adult	4	183	-0-	-0-	9,690.91
14.0200	Secondary Centers	4	185	52,932.21	223,358.49	-0-
Business Data Processing	Colleges					
	Adult					
14.0300	Secondary Centers	66	880	2,759.18	72,686.73	1,475,065.54
General Office Clerical	Centers	2	61	27,085.53	114,293.02	-0-
	Colleges					
14.0700	Adult	3	133	-0-	-0-	7,043.11
	Secondary Centers	41	970 (C-240)	2,537.75	66,906.54	1,110,870.47
Stenographer, Secretarial & Related Program Areas	Centers	5	345	37,622.29	416,732.14	-0-
	Colleges	5	205	-0-	151,337.87	24,703.90
14.0900	Adult	6	348	-0-	-0-	18,428.61
	Secondary Centers	2	48	171.17	4,513.05	25,642.86
Typing	Centers	5	420	3,637.21	15,348.06	-0-
	Colleges					
14.0600	Adult	5	352	-0-	-0-	18,640.43
	Secondary Centers					
Education Assistant	Centers	3	58	5,288.00	22,313.84	-0-
	Colleges					
14.0201	Adult					
	Secondary Centers					
Key Punch	Colleges					
	Adult	2	24	-0-	-0-	1,270.91

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE VIII FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Business and Office Education (Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
14.0203 Programmer	Secondary					
	Centers					
	Colleges					
	Adult	2	47	-0-	-0-	2,488,90
14.9900 Business & Office - Other	Secondary					
	Centers			10,662.07	44,990.91	-0-
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

* - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TECHNICAL EDUCATION GOALS AND RATIONALE

The objectives of Technical Education are to provide entry level employment in technical occupations and to upgrade the skills of employed workers. The curriculum is oriented to provide a planned sequence of laboratory and/or shop experiences, along with regular classroom study. A specific field such as Electro-Mechanical Technology is divided into the various functions it performs. Each function is then analyzed and the necessary skills a worker in that field would need are identified and taught. Technicians are employed primarily in the fields of business, industry, and agriculture and represent persons who work in direct support of the professional staff at a level between semi-skilled personnel and the professional category. In some situations, Technical Education prepares individuals to function in a role independent of professional personnel.

Technical Education training programs are conducted only at the postsecondary level in Montana and are offered through two postsecondary vocational technical centers at Butte and Missoula. Programs now include Civil Technology, Electrical Technology and Electro-Mechanical Technology. Most programs are now carrying a maximum student load and enrollments will not increase unless budgetary authorizations permit the development of new programs.

These occupational fields are in the initial stage of development in Montana and their manpower needs are not available from the Employment Security Division of the Department of Labor and Industry at this time. Planning efforts in Technical Education are thus hampered by the lack of manpower information relating to the current number of employees in these fields as well as to their expected replacement and expansion needs. The new Management Information and Manpower System being developed by the Office of Public Instruction will supply this data in future months and the new data will be reflected in future annual plans.

Recent industrial developments in Montana have broadened the employment outlook for graduates of Technical Education training programs.

"Because of dwindling reserves in oil and gas products, coal is once again emerging as the potential supplier of our energy needs. In Montana, employment in this industry has grown from about 200 in 1972 to over 750 workers in 1976, a 275% increase in the four year period... At this time, the coal industry is expected to post a yearly employment average of 1100 to 1200 workers by 1985."¹

This general increase in the number of workers in the coal mining industry in Montana is expected to result in increased demand for technicians to work in such areas as water conservation, reclamation of strip-mined lands, and air quality control.

A 35 million dollar magneto-hydrodynamics (MHD) plant is currently being built in Butte, Montana, with a second plant being considered for development. The quest

1. The Mining Industry in Montana Research and Analysis Section, Employment Security Division, Department of Labor and Industry. April 1977 pp. 20-21.

for alternative energy sources such as wind and solar power is expected to result in an increased demand for technicians in those areas. Two coal-fired generating plants have been built by private industry in Eastern Montana at a cost of \$300 million with additional plant construction being considered.²

"Employment opportunities for engineering and science technicians are expected to be favorable through the mid-1980's. Opportunities will be best for graduates of postsecondary school technician training programs."³

The Consultant for Technical Education in Montana is developing standards for quality training programs. Each program will complete an annual self-review along with an evaluation to be accomplished by an outside team during the five year planning period as required by law.

Vocational Industrial Clubs of America (VICA) is the co-curricular student organization available for participation by Technical Education students. The objectives of VICA include the following:

- (1) "Develops leadership through educational, vocational, civic, recreational and social activities;
- (2) Relates school experiences to a young person's personal search for meaning, identity and achievement;
- (3) Promotes high standards in work ethics, craftsmanship, scholarship and safety; and
- (4) Offers inter-curricular activities that complement occupational skill development."⁴

Montana vocational educators recognize VICA's importance to the overall curriculum and will continue to support its activities.

2. Gary Willis, Consumer Services Representative, Montana Power Company, Helena, Montana.

3. Occupational Outlook Handbook, 1974-75 Edition, Bulletin 1785. U. S. Department of Labor, Bureau of Labor Statistics 1974.

4. "Discovering VICA", Published by Vocational Industrial Clubs of America.

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16.0106	Secondary					
Civil Technology	Centers	1	26	6,135.24	23,080.23	-0-
	Colleges	2	38	-0-	16,795.46	2,734.15
	Adult					
16.0107	Secondary					
Electrical Technology	Centers	1	38	10,468.87	39,382.92	-0-
	Colleges	1	12	-0-	21,834.91	3,554.52
	Adult					
16.0108	Secondary					
Electronic Technology	Centers	1	90	20,296.08	76,351.92	-0-
	Colleges	1	33	-0-	14,152.12	1,802.68
	Adult					
16.0103	Secondary					
Architectural Technology	Centers	1	18	-0-	21,834.91	3,554.52
	Colleges					
	Adult					
16.0113	Secondary					
Mechanical Technology	Centers	1	9	-0-	21,834.91	3,554.52
	Colleges					
	Adult					
16.0209	Secondary					
Electromechanical Technology	Centers	1	20	12,285.84	46,218.16	-0-
	Colleges					
	Adult					
16.9900	Secondary					
Technical, Other	Centers	*	*	2,218.55	8,346.02	-0-
	Colleges	2	40	-0-	43,669.82	7,109.04
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

* - Provides vocational courses offered to students in regular course curriculum.

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16.0106 Civil Technology	Secondary Centers	1	26	6,319.29	24,465.04	-0-
	Colleges	2	38	-0-	17,803.18	2,898.19
	Adult					
16.0107 Electrical Technology	Secondary Centers	1	38	10,782.93	41,745.89	-0-
	Colleges	1	12	-0-	23,145.00	3,767.79
	Adult					
16.0108 Electronic Technology	Secondary Centers	1	90	20,904.96	80,933.03	-0-
	Colleges	1	33	-0-	15,001.24	1,910.84
	Adult					
16.0103 Architectural Technology	Secondary Centers					
	Colleges	1	18	-0-	23,145.00	3,767.79
	Adult					
16.0113 Mechanical Technology	Secondary Centers					
	Colleges	1	9	-0-	23,145.00	3,767.79
	Adult					
16.0109 Electromechanical Technology	Secondary Centers	1	20	12,654.41	48,991.24	-0-
	Colleges					
	Adult					
16.9900 Technical, Other	Secondary Centers	*	*	2,285.10	8,846.78	-0-
	Colleges	2	40	-0-	46,290.00	7,535.58
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16.0106 Civil Technology	Secondary Centers	1	26	6,508.86	25,932.94	-0-
	Colleges	2	38	-0-	18,871.37	3,072.08
	Adult					
16.0107 Electrical Technology	Secondary Centers	1	38	11,106.41	44,250.64	-0-
	Colleges	1	12	-0-	24,533.70	3,993.85
	Adult					
16.0108 Electronic Technology	Secondary Centers	1	90	21,532.10	85,789.01	-0-
	Colleges	1	33	-0-	15,901.31	2,025.49
	Adult					
16.0699 Energy Education	Secondary Centers	1	20	10,000.00	30,000.00	-0-
	Colleges					
	Adult					
16.0103 Architectural Technology	Secondary Centers					
	Colleges	1	18	-0-	24,533.70	3,993.85
	Adult					
16.0113 Mechanical Technology	Secondary Centers					
	Colleges	1	9	-0-	24,533.70	3,993.85
	Adult					
16.0109 Electromechanical Technology	Secondary Centers	1	20	13,034.04	51,930.71	-0-
	Colleges					
	Adult					

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 (cont.) - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16.9900 Technical, Other	Secondary Centers	*	*	2,353.65	9,377.58	-0-
	Colleges	2	40	-0-	49,067.40	7,987.71
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

* - indicates number of students enrolled in Cooperative Programs

*: Prevocational courses offered in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16.0106 Civil Technology	Secondary Centers	1	26	6,704.12	27,488.91	-0-
	Colleges	2	38	-0-	20,003.65	3,256.40
	Adult					
16.0107 Electrical Technology	Secondary Centers	1	38	11,439.60	46,905.67	-0-
	Colleges	1	12	-0-	26,005.72	4,233.48
	Adult					
16.0108 Electronic Technology	Secondary Centers	1	92	22,178.06	90,936.35	-0-
	Colleges	1	33	-0-	16,855.38	2,147.01
	Adult					
16.0699 Energy Education	Secondary Centers	1	20	10,000.00	30,000.00	-0-
	Colleges					
	Adult					
16.0103 Architectural Technology	Secondary Centers					
	Colleges	1	18	-0-	26,005.72	4,233.48
	Adult					
16.0113 Mechanical Technology	Secondary Centers					
	Colleges	1	9	-0-	26,005.72	4,233.48
	Adult					
16.0109 Electromechanical Technology	Secondary Centers	1	20	13,425.06	55,046.55	-0-
	Colleges					
	Adult					

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 (cont.) - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
16.9900 Technical, Other	Secondary Centers	*	*	2,424.25	9,940.23	-0-	
	Colleges	2	50	-0-	52,011.44	8,466.97	
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE IX FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 - Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
16.0106 Civil Technology	Secondary Centers	1	26	6,905.24	29,138.24	-0-	-0-
	Colleges	2	38	-0-	21,203.86	3,451.78	
	Adult						
16.0107 Electrical Technology	Secondary Centers	1	38	11,782.78	49,720.01	-0-	
	Colleges	1	12	-0-	27,566.06	4,487.48	
	Adult						
16.0108 Electronic Technology	Secondary Centers	1	92	22,843.40	96,392.53	-0-	
	Colleges	1	33	-0-	17,866.70	2,275.83	
	Adult						
16.0699 Energy Education	Secondary Centers	1	40	10,000.00	30,000.00	-0-	
	Colleges						
	Adult						
16.0103 Architectural Technology	Secondary Centers						
	Colleges	1	18	-0-	27,566.06	4,487.48	
	Adult						
16.0113 Mechanical Technology	Secondary Centers						
	Colleges	1	16	-0-	27,566.06	4,487.48	
	Adult						
16.0109 Electromechanical Technology	Secondary Centers	1	20	13,827.81	58,349.34	-0-	
	Colleges						
	Adult						

¹Under Program Level,Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE IV FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Technical Education (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
16,9900 Technical, Other	Secondary Centers	*	*	2,496.97	10,536.64	-0-
	Colleges	2	54	-0-	55,132.12	8,974.98
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students enrolled in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TRADE AND INDUSTRIAL EDUCATION

The objectives of Trade and Industrial Education in Montana are to prepare students for entry-level employment in trade and industrial occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level. The curriculum is oriented to provide for the development of manipulative skills, technical knowledge, safety judgments, trade ethics and leadership abilities.

Training programs at the secondary level primarily provide instruction in the fields of Auto Mechanics, Carpentry, Drafting, Electronics, Metal Work, Welding and Small Engine Repair. Most programs operate on a one-year basis with students participating in an exploratory pre-vocational or minimum entry level skill program. Continuity is provided with the postsecondary vocational technical centers through coordination of curriculum. The majority of students who complete training programs at the secondary level are not considered employable due to the high level skills required in the above occupational areas. However, many of the trainees obtain skills that are readily applicable to other occupational fields they may select as career choices. These secondary programs provide basic skills and knowledge that is then extended through further training in the postsecondary vocational technical centers.

There are 7,770 individuals in Montana employed in the fields of auto mechanics and related occupations, with an estimated annual replacement and expansion need of 180.¹ At the secondary level 1,126 students are enrolled in Auto Mechanics Training Programs with an estimated 10 percent being available for work. At the postsecondary level, 124 students are enrolled at 3 center training programs with 40 percent considered to be available for work.² These projections combine to show 163 persons available for work for an estimated 180 positions. However, the "Other Sector," (which includes trade union training programs), indicates an additional 130 persons available.³ Therefore, it would appear that this area is being over-supplied. However, the identified manpower need does not reflect that auto mechanic skills may be utilized in the areas of farm equipment maintenance, truck driving, service station employment as well as other occupational areas.

Carpentry employs 5,380 persons in Montana with an estimated annual manpower need of 100.⁴ There are 675 students enrolled at the secondary level with 68 of those considered available for work. The postsecondary level enrollment in Carpentry is 52 students with 21 considered available for work.⁵ Therefore, 88 persons from vocational education training programs will be available to fill 100 positions, with an additional 207 individuals being supplied from "Other Sector" training programs.⁶ Again, it would appear that this area is being oversupplied.

The field of drafting employs over 650 persons in Montana with an estimated annual replacement and expansion need of 30.⁷ Enrollment reports from vocational education training programs indicate some 114 persons each year will be available for

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1. Employment Security Division, Montana Department of Labor and Industry.
 2. Office of Public Instruction Enrollment Report, 1976.
 3. Employment Security Division.
 4. Ibid.
 5. Office of Public Instruction
 6. Employment Security Division.
 7. Employment Security Division.

work in this field, with "Other Sector" listing an additional four persons available. Although Drafting appears to be oversupplied, it is a basic skill and relates to other employment fields. The coal mining and petroleum industries are expected to absorb an increasing number of persons with drafting skills.⁸ It is anticipated that many Drafting graduates will go on to further training in other fields.

Currently, there are 1,560 persons employed as welders and cutters in Montana with an annual replacement and expansion need of 60.⁹ In fiscal year 1978, 174 graduates of vocational education Welding Training Programs will be available for work,¹⁰ with "Other Sector" producing only an additional two persons. Welding is a basic skill with wide application to other fields such as mechanics, trucking, heavy equipment and auto body. In addition, many graduates of Welding programs utilize this skill on their farms and ranches.

Electronics is the final Trade and Industrial area that appears to be oversupplied by vocational education training programs. There are currently 480 persons employed in electronics with an identified manpower need of 20.¹¹ However, placement reports from Helena Vocational-Technical Center indicate they are currently placing 60 students per year. Enrollment reports indicate that 74 persons will be available for work following completion of training to meet this need. Students are counseled as to the possibilities of job placements in Denver, Salt Lake City and Seattle.

Due to the fact that the above programs of Auto Mechanics, Carpentry, Drafting, Welding, and Electronics appear to be oversupplied, no expansion is planned during the next five years. During fiscal year 1978, the new Management Information and Manpower System will become operable and will produce reliable data in the trade and Industrial areas. Regional as well as State manpower needs will be considered in compiling labor demand and employment information. In addition, a review of each area that appears to be oversupplied will be completed, and recommendations for expansion, maintenance or elimination of programs will be submitted. A review of all secondary level Trade and Industrial training programs will be accomplished to assure their vocational orientation is being maintained.

Additional training programs offered only at the postsecondary level include Aviation, Diesel Mechanics, Watch Repair, Air Conditioning and Refrigeration, Heavy Equipment, and Quantity Foods. Postsecondary programs consist of full one- and two-year training programs oriented to produce highly skilled graduates. Existing programs are consistently filled to capacity with many students experiencing a waiting period before gaining entry into training programs.

The following program areas are not now producing enough graduates to meet identified manpower needs and are expected to gradually increase their enrollments: air conditioning, appliance repair, commercial art, graphic arts, heavy equipment and quantity food occupations. National trends indicate a moderate to rapid increase in trade and industrial employment through the mid-1980's.¹²

8. The Mining Industry in Montana, Research and Analysis Section, Employment Security Division, Department of Labor and Industry, April, 1977.

9. Employment Security Division.

10. Office of Public Instruction.

11. Employment Security Division.

12. Occupational Outlook Handbook 1974-75 Ed. U. S. Department of Labor Bulletin #1785, 1974.

The Consultant for Trade and Industrial Education will formulate standards for quality programs. Emphasis will be placed on a competency-based curriculum. Each program will be evaluated by an outside team within the next five years along with a self-evaluation to be completed every year by program personnel.

Vocational Industrial Clubs of America (VICA) is the cocurricular student organization available for participation by Trade and Industrial students. The objectives of VICA include the following:

- (1) "Develops leadership through educational, vocational, civic, recreational and social activities;
- (2) Relates school experiences to a young person's personal search for meaning, identity and achievement;
- (3) Promotes high standards in work ethics, craftsmanship, scholarship and safety; and
- (4) Offers inter-curricular activities that complement occupational skill development."¹³

Montana vocational educators recognize VICA's importance to the overall curriculum and will continue to support its activities.

13. "Discovering VICA," Published by Vocational Industrial Clubs of America.

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 - Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0100 Air Conditioning	Secondary Centers	1	20	5,675.35	21,086.81	-0-
	Colleges					
	Adult	1	48	-0-	-0-	2,013.41
	Secondary Centers	2	94	13.20	310.24	24,022.98
17.0200 Appliance Repair	Colleges	1	15	2,242.14	8,434.70	-0-
	Adult					
	Secondary Centers	1	46	16,726.08	62,921.92	-0-
	Colleges	1	21	-0-	24,491.09	3,986.62
17.0301 Body/Fender	Adult	1	57	-0-	-0-	2,390.92
	Secondary Centers	31	1126 (C-32)	1,493.50	35,103.74	467,382.43
	Colleges	3	124	45,455.23	170,998.27	-0-
	Colleges	2	89	-0-	38,698.20	6,299.41
17.0302 Auto Mechanics	Adult	9	241	-0-	-0-	10,108.98
	Secondary Centers	1	58	16,541.49	62,227.51	-0-
	Colleges					
	Adult					
17.0400 Aviation	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
17.0500 Blueprint Reading	Colleges					
	Adult	2	56	-0-	-0-	2,348.98
	Secondary Centers	2	30	93.52	2,198.06	35,355.53
	Colleges					
17.0700 Commercial Art	Adult					
	Secondary Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.0900	Secondary Centers						
Commercial Photo	Colleges						
	Adult	1	56	-0-	-0-	2,348.98	
	Secondary Centers	28	675	1,522.38	35,781.85	473,548.08	
17.1001	Colleges	1	52	12,952.17	48,724.83	-0-	
Carpentry	Adult						
	Secondary Centers	8	260	-0-	-0-	10,905.96	
	Colleges						
17.1002	Adult	4	117	-0-	-0-	4,907.68	
Electricity	Secondary Centers	1	80	20,612.34	77,541.66	-0-	
	Colleges						
	Adult	2	20	-0-	-0-	838.92	
17.1003	Secondary Centers	2	111	22,522.16	84,684.84	-0-	
Heavy Equipment	Colleges	1	38	-0-	24,491.09	3,986.62	
	Adult	1	3	-0-	-0-	125.84	
	Secondary Centers	23	925	1,069.43	25,135.69	368,226.24	
17.1200	Colleges	2	53	9,762.02	36,723.79	-0-	
Diesel Mechanics	Adult	4	195	-0-	-0-	8,179.47	
	Secondary Centers	8	360	566.88	13,324.12	251,134.57	
	Colleges	2	80	9,954.42	37,447.58	-0-	
17.1300	Adult	5	126	-0-	-0-	5,285.19	
Drafting	Secondary Centers						
	Colleges						
	Adult						
17.1500	Secondary Centers						
Electronics	Colleges						
	Adult						
	Secondary Centers						

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.1900	Secondary Centers	5	139	228.86	5,379.01	75,743.86
Graphic Arts	Colleges					
	Adult					
17.2100	Secondary Centers	1	15	4,378.08	16,469.92	-0-
(Watch Making) Instrument Repairs	Colleges					
	Adult					
17.2302	Secondary Centers	11	555	87.11	2,047.32	17,097.10
Machine Shop	Colleges	2	34	11,650.75	43,829.03	-0-
	Adult	2	42	-0-	-0-	1,761.73
17.2306	Secondary Centers	25	682 (C-5)	731.76	17,200.25	261,742.28
Welding	Colleges	4	265	49,322.88	185,547.97	-0-
	Adult	11	952	-0-	-0-	39,932.59
17.2900	Secondary Centers	2	63	15,937.45	59,955.11	-0-
Quantity Food	Colleges					
	Adult	2	40	-0-	-0-	1,677.84
17.3100	Secondary Centers	16	575	710.42	16,697.97	281,431.34
	Colleges	2	67	12,202.35	45,904.08	-0-
Small Engine Repair	Adult	5	205	-0-	-0-	8,598.93
17.9900	Secondary Centers	6	94	321.85	7,564.58	117,476.24
	Colleges	*	*	39,088.59	147,047.58	-0-
Other	Adult	1	36	-0-	12,420.47	2,021.94
		5	136	-0-	-0-	5,704.66

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.1099 Construction & Maintenance Trades, Other	Secondary Centers						
	Colleges						
	Adult	7	191	-0-	-0-	8,011.69	
	Secondary Centers						
17.1100 Custodial Service	Colleges	2	51	-0-	-0-	2,139.25	
	Adult						
	Secondary Centers						
	Colleges						
17.2305 Sheet Metal	Adult	6	59	-0-	-0-	2,474.31	
	Secondary Centers						
	Colleges						
	Adult						
17.2801 Fireman Training	Secondary Centers						
	Colleges	1	215	-0-	-0-	9,018.74	
	Adult						
	Secondary Centers	3	160	437.53	10,283.76	132,506.92	
17.3600 Woodworking (Cabinet Making)	Colleges						
	Adult						
	Secondary Centers	2	60	429.59	10,097.29	182,849.96	
	Colleges						
17.2304 Metal Working	Adult						
	Secondary Centers						
	Colleges						
	Adult						
17.2700 Plastics Occupations	Secondary Centers	1	30	33.11	778.18	14,472.87	
	Colleges						
	Adult						
	Secondary Centers						

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Trade & Industrial Education (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.2802	Secondary					
	Centers					
Law Enforcement Training	Colleges	1	20	-0-	12,555.10	2,043.86
	Adult					
17.2399	Secondary					
	Centers					
Other Metalworking Occupations	Colleges	2	35	-0-	24,491.09	3,986.62
	Adult					
17.2602	Secondary					
	Centers					
Cosmetology	Colleges	2	40	-0-	24,491.09	3,986.62
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 - Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0100	Secondary Centers	1	20	5,773.51	22,352.01	-0-
Air Conditioning	Colleges					
	Adult	1	48	-0-	-0-	2,134.21
17.0200	Secondary Centers	2	98	13.59	328.85	25,464.35
Appliance Repair	Colleges	1	15	2,309.40	8,940.78	-0-
	Adult					
17.0301	Secondary Centers	1	48	17,227.86	66,697.23	-0-
Body/Fender	Colleges	1	21	-0-	25,960.55	4,225.81
	Adult	1	57	-0-	-0-	2,534.37
17.0302	Secondary Centers	31	1126 (C-32)	1,538.30	37,209.96	495,425.37
Auto Mechanics	Colleges	3	124	46,818.88	181,258.16	-0-
	Colleges	2	89	-0-	41,020.09	6,677.37
	Adult	9	241	-0-	-0-	10,715.51
17.0400	Secondary Centers	1	58	17,037.73	65,961.16	-0-
Aviation	Colleges					
	Adult					
17.0500	Secondary Centers					
Blueprint Reading	Colleges					
	Adult	2	56	-0-	-0-	2,489.91
17.0700	Secondary Centers	2	30	96.32	2,329.94	37,476.86
Commercial Art	Colleges					
	Adult					

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0900	Secondary Centers					
Commercial Photo	Colleges					
	Adult	1	56	-0-	-0-	2,489.91
	Secondary Centers	28	681	1,568.05	37,928.76	501,960.96
17.1001	Colleges	1	54	13,340.73	51,648.31	-0-
Carpentry	Adult					
	Colleges	8	260	-0-	-0-	11,560.31
	Secondary Centers					
Electricity	Colleges					
	Adult	4	117	-0-	-0-	5,202.14
	Secondary Centers	1	83	21,230.71	82,194.15	-0-
17.1003	Colleges					
Heavy Equipment	Adult	2	20	-0-	-0-	889.25
	Secondary Centers	2	111	23,186.49	89,765.93	-0-
	Colleges	1	38	-0-	25,960.55	4,225.81
17.1200	Adult	1	3	-0-	-0-	133.39
Diesel Mechanics	Secondary Centers	23	925	1,101.51	26,643.83	390,319.81
	Colleges	2	53	10,054.88	28,927.21	-0-
	Adult					
Drafting	Colleges	4	195	-0-	-0-	8,670.23
	Adult	8	360	583.88	14,123.56	266,202.64
	Secondary Centers	2	80	10,253.05	39,694.43	-0-
17.1500	Colleges					
Electronics	Adult	5	126	-0-	-0-	5,602.30
	Colleges					
	Secondary Centers					

Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

- indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.1900	Secondary Centers	5	139	235.72	5,701.75	80,288.49	
Graphic Arts	Colleges						
	Adult						
	Secondary Centers	1	15	4,509.42	17,458.11	-0-	
17.2100 (Watch Making) Instrument Repair	Colleges						
	Adult						
	Secondary Centers	11	555	89.72	2,170.15	18,122.92	
17.2302 Machine Shop	Centers	2	34	12,000.27	46,458.77	-0-	
	Colleges						
	Adult	2	42	-0-	-0-	1,867.43	
17.2306 Welding	Secondary Centers	25	682 (C-5)	753.71	18,232.26	277,446.81	
	Colleges	4	265	50,802.56	196,680.84	-0-	
	Adult	11	952	-0-	-0-	42,328.54	
17.2900 Quantity Food	Secondary Centers	2	68	16,415.57	63,552.41	-0-	
	Colleges						
	Adult	2	40	-0-	-0-	1,778.51	
17.3100 Small Engine Repair	Secondary Centers	16	575	731.73	17,699.84	298,317.22	
	Colleges	2	67	12,568.42	48,658.32	-0-	
	Adult	5	205	-0-	-0-	9,114.86	
17.9900 Other	Secondary Centers	6	94	331.50	8,018.45	124,524.81	
	Colleges	*	*	40,261.24	155,870.43	-0-	
	Adult	1	26	-0-	13,165.69	2,143.25	
		5	136	-0-	-0-	6,046.93	

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.1099 Construction & Maintenance, Trades, Other	Secondary Centers					
	Colleges					
	Adult	7	191	-0-	-0-	8,492.39
	Secondary Centers					
17.1100 Custodial Service	Colleges					
	Adult	2	51	-0-	-0-	2,267.60
	Secondary Centers					
	Colleges					
17.2305 Sheet Metal	Adult	6	59	-0-	-0-	2,623.29
	Secondary Centers					
	Colleges					
	Adult					
17.2801 Fireman Training	Secondary Centers					
	Colleges					
	Adult	1	215	-0-	-0-	9,559.86
	Secondary Centers	3	160	450.65	10,900.78	140,457.33
17.3600 Woodworking	Colleges					
	Adult					
	Secondary Centers	2	60	442.47	10,703.12	193,820.95
	Colleges					
17.2304 Metalworking	Adult					
	Secondary Centers					
	Colleges					
	Adult					
17.2700 Plastics Occupations	Secondary Centers	1	30	34.10	824.87	15,341.24
	Colleges					
	Adult					
	Secondary Centers					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

(continued)

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

1979 Trade & Industrial Education (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.2802 Law Enforcement Training	Secondary Centers						
	Colleges	1	20	-0-	13,308.40	2,166.06	
	Adult						
	Secondary Centers						
17.2399 Other Metalworking Occupations	Colleges	2	35	-0-	25,960.55	4,225.81	
	Adult						
	Secondary Centers						
	Colleges	2	40	-0-	25,960.55	4,225.81	
17.2602 Cosmetology	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						
	Secondary Centers						
	Colleges						
	Adult						

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

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Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 - Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0100 Air Conditioning	Secondary					
	Centers	1	22	5,946.71	23,693.13	-0-
	Colleges					
	Adult	1	48	-0-	-0-	2,262.26
17.0200 Appliance Repair	Secondary	2	104	13.99	348.58	26,992.21
	Centers	1	16	2,378.68	9,477.22	-0-
	Colleges					
	Adult					
17.0301 Body/Fender	Secondary					
	Centers	1	48	17,744.69	70,699.06	-0-
	Colleges	1	21	-0-	27,518.18	4,479.35
	Adult	1	57	-0-	-0-	2,686.43
17.0302 Auto Mechanics	Secondary	31	1126 (C-32)	1,584.44	39,442.55	525,150.89
	Centers	3	124	48,223.44	192,133.64	-0-
	Colleges	2	89	-0-	43,481.29	7,078.01
	Adult	9	241	-0-	-0-	11,358.44
17.0400 Aviation	Secondary					
	Centers	1	58	17,548.86	69,918.82	-0-
	Colleges					
	Adult					
17.0500 Blueprint Reading	Secondary					
	Centers					
	Colleges					
	Adult	2	56	-0-	-0-	2,639.30
17.0700 Commercial Art	Secondary	2	30	99.20	2,469.73	39,725.47
	Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction

Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.0900	Secondary Centers						
Commercial Photo	Colleges						
	Adult	1	56	-0-	-0-	2,639.30	
17.1001	Secondary Centers	28	686	1,615.09	40,204.48	532,078.61	
Carpentry	Colleges	1	55	13,740.95	54,747.20	-0-	
	Adult	8	260	-0-	-0-	12,253.92	
17.1002	Secondary Centers						
Electricity	Colleges	4	117	-0-	-0-	5,514.26	
17.1003	Secondary Centers	1	83	21,867.63	87,125.79	-0-	
Heavy Equipment	Colleges	2	20	-0-	-0-	942.60	
	Adult						
17.1200	Secondary Centers	2	111	23,882.08	95,151.98	-0-	
Diesel Mechanics	Colleges	1	38	-0-	27,518.18	4,479.35	
	Adult	1	3	-0-	-0-	141.39	
17.1300	Secondary Centers	23	925	1,134.55	28,242.45	413,738.99	
	Colleges	2	53	10,356.52	41,262.84	-0-	
Drafting	Adult	4	195	-0-	-0-	9,190.44	
17.1500	Secondary Centers	8	360	601.39	14,970.97	282,174.79	
	Colleges	2	80	10,560.64	42,076.09	-0-	
Electronics	Adult	5	126	-0-	-0-	5,938.43	

¹Under Program Level,Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 - Trade and Industrial Education (Continued)		ALLOCATIONS			
O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	F	S L
17.1900	Secondary Centers	5	139	242.79	6,043.85 85,105.79
Graphic Arts	Colleges				
	Adult				
17.2100	Secondary Centers	1	15	4,644.70	18,505.59 -0-
(Watch Making) Instrument Repair	Colleges				
	Adult				
17.2302	Secondary Centers	11	555	92.41	2,300.35 19,210.29
Machine Shop	Colleges	2	34	12,360.27	49,246.29 -0-
	Adult	2	42	-0-	-0-
17.2306	Secondary Centers	25	682 (C-5)	776.32	19,326.19 1,979.47
Welding	Colleges	4	265	52,326.63	208,481.69 294,093.61
	Adult	11	952	-0-	-0-
17.2900	Secondary Centers	2	66	16,908.03	67,365.55 44,868.25
Quantity Food	Colleges				
	Adult	2	40	-0-	-0-
17.3100	Secondary Centers	16	575	753.68	18,761.83 1,885.22
Small Engine Repair	Colleges	2	67	12,945.47	51,577.81 316,216.25
	Adult	5	205	-0-	-0-
17.9900	Secondary Centers	6	94	341.44	8,499.55 9,661.75
Other	Colleges	*	*	41,469.07	165,222.65 131,996.29
	Adult	5	136	-0-	-0-

DATE: October 1, 1977
 SOURCE OF DATA:
 Office of Public Instruction
 Enrollment Figures

151

Under Program Level,
 Center includes 5 postsecondary vocational technical centers.
 Colleges includes three community colleges and Northern Montana College.
 Adult includes vocational training, retraining, upgrading and apprenticeship programs.

* - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.1099	Secondary Centers						
Construction & Maintenance, Trades, Other	Colleges						
	Adult	7	191	-0-	-0-	9,001.93	
17.1100	Secondary Centers						
Custodial Service	Colleges						
	Adult	2	51	-0-	-0-	2,403.65	
17.2305	Secondary Centers						
Sheet Metal	Colleges						
	Adult	6	59	-0-	-0-	2,780.68	
17.2801	Secondary Centers						
Fireman Training	Colleges						
	Adult	1	215	-0-	-0-	10,133.45	
17.3600	Secondary Centers	3	160	464.16	11,554.82	148,884.76	
Woodworking	Colleges						
	Adult						
17.2304	Secondary Centers	2	60	455.74	11,345.30	205,450.20	
Metalworking	Colleges						
	Adult						
17.2700	Secondary Centers	1	30	35.12	874.36	16,261.71	
Plastics Occupations	Colleges						
	Adult						

¹Under Program Level,Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

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TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Trade & Industrial Education (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.2802 Law Enforcement Training	Secondary Centers					
	Colleges	1	20	-0-	14,106.90	2,296.02
	Adult					
	Secondary Centers					
7.2399 Other Metalworking Occupations	Colleges	2	35	-0-	27,518.18	4,479.35
	Adult					
	Secondary Centers					
	Colleges	2	40	-0-	27,518.18	4,479.35
7.2602 Cosmetology	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

c - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS
FY 1981 - Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0100 Air Conditioning	Secondary Centers	1	24	6,125.11	25,114.71	-0-
	Colleges					
	Adult	1	48	-0-	-0-	2,397.99
	Secondary Centers	2	109	14.40	369.49	28,611.74
17.0200 Appliance Repair	Colleges	1	16	2,450.04	10,045.85	-0-
	Adult					
	Secondary Centers	1	50	18,277.03	74,941.00	-0-
	Colleges	1	21	-0-	29,169.27	4,748.11
17.0301 Body/Fender	Adult	1	57	-0-	-0-	2,847.61
	Secondary Centers	31	1126 (C-32)	1,631.97	41,809.10	556,659.94
	Colleges	3	124	49,670.14	203,661.65	-0-
	Colleges	2	89	-0-	46,090.16	7,502.69
17.0302 Auto Mechanics	Adult	9	241	-0-	-0-	12,039.94
	Secondary Centers	1	58	18,075.32	74,113.94	-0-
	Colleges					
	Adult					
17.0400 Aviation	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
17.0500 Blueprint Reading	Colleges					
	Adult	2	56	-0-	-0-	2,797.65
	Secondary Centers	2	35	102.17	2,617.91	42,108.99
	Colleges					
17.0700 Commercial Art	Adult					

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

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TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.0900 Commercial Photo	Secondary Centers						
	Colleges						
	Adult	1	56	-0-	-0-	2,797.65	
	Secondary Centers	28	689	1,663.54	42,616.74	564,003.32	
17.1001 Carpentry	Colleges	1	56	14,153.17	58,032.03	-0-	
	Adult	8	260	-0-	-0-	12,989.15	
	Secondary Centers						
17.1002 Electricity	Colleges						
	Adult	4	117	-0-	-0-	5,845.11	
	Secondary Centers	1	87	22,523.65	92,353.33	-0-	
	Colleges	2	20	-0-	-0-	999.15	
17.1200 Diesel Mechanics	Adult						
	Secondary Centers	2	111	24,598.54	100,860.99	-0-	
	Colleges	1	38	-0-	29,169.27	4,748.11	
	Adult	1	3	-0-	-0-	149.87	
17.1300 Drafting	Secondary Centers	23	925	1,168.58	29,936.99	438,563.32	
	Colleges	2	53	10,667.21	43,738.61	-0-	
	Adult	4	195	-0-	-0-	9,741.86	
17.1500 Electronics	Secondary Centers	8	360	619.43	15,869.22	299,105.27	
	Colleges	2	82	10,877.45	44,600.65	-0-	
	Adult	5	126	-0-	-0-	6,294.73	

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.1900	Secondary	5	139	250.07	6,406.48	90,212.13
Graphic Arts	Centers					
	Colleges					
	Adult					
	Secondary					
17.2100	Centers	1	15	4,784.04	19,615.92	-0-
(Watch Making) Instrument Repair	Colleges					
	Adult					
	Secondary					
	Centers					
17.2302	Secondary	11	555	95.18	2,438.37	20,362.90
Machine Shop	Centers	2	34	12,731.07	52,201.06	-0-
	Colleges					
	Adult	2	42	-0-	-0-	2,098.23
	Secondary	25	682 (C-5)	799.60	20,485.76	311,739.22
17.2306	Centers	4	265	53,896.42	220,990.59	-0-
Welding	Colleges					
	Adult	11	952	-0-	-0-	47,560.34
	Secondary					
	Centers	2	70	17,415.27	71,407.48	-0-
Quantity Food	Colleges					
	Adult	2	40	-0-	-0-	1,998.33
	Secondary	16	575	776.29	19,887.53	335,189.22
	Centers	2	67	13,333.83	54,672.47	-0-
Small Engine Repair	Colleges					
	Adult	5	205	-0-	-0-	10,241.45
	Secondary	6	94	351.68	9,009.52	139,916.06
	Centers	*	*	42,713.14	175,136.00	-0-
17.9900	Colleges	1	37	-0-	14,792.96	2,408.15
	Adult	5	136	-0-	-0-	6,794.32

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.1099	Secondary Centers					
Construction & Maintenance, Trades, Other	Colleges					
	Adult	7	191	-0-	-0-	9,542.04
17.1100	Secondary Centers					
Custodial Service	Colleges					
	Adult	2	51	-0-	-0-	2,547.86
17.2305	Secondary Centers					
Sheet Metal	Colleges					
	Adult	6	59	-0-	-0-	2,947.52
17.2801	Secondary Centers					
Fireman Training	Colleges					
	Adult	1	215	-0-	-0-	10,741.45
17.4600	Secondary Centers	3	160	478.08	12,248.10	157,817.84
Woodworking	Colleges					
	Adult					
17.2304	Secondary Centers	2	60	469.41	12,026.01	217,777.21
Metalworking	Colleges					
	Adult					
17.2700	Secondary Centers	1	30	36.17	926.82	17,237.41
Plastics Occupations	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.2802	Secondary Centers					
Law Enforcement Training	Colleges	1	20	-0-	14,953.31	2,433.78
	Adult					
17.2399	Secondary Centers					
Other Metalworking Occupations	Colleges	2	35	-0-	29,169.27	4,748.11
	Adult					
17.2602	Secondary Centers					
Cosmetology	Colleges	2	40	-0-	29,169.27	4,748.11
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 - Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0100 Air Conditioning	Secondary					
	Centers	1	24			-0-
	Colleges			6,308.86	26,621.59	
	Adult	1	48	-0-	-0-	2,541.86
17.0200 Appliance Repair	Secondary	2	115	14.83	391.65	30,328.44
	Centers	1	16	2,523.54	10,648.60	-0-
	Colleges					
	Adult					
17.0301 Body/Fender	Secondary					
	Centers	1	50	18,825.34	79,437.46	-0-
	Colleges	1	21	-0-	30,919.42	5,032.99
	Adult	1	57	-0-	-0-	3,018.46
17.0302 Auto Mechanics	Secondary	31	1126 (C-32)	1,680.92	44,317.64	590,059.53
	Centers	3	124	51,160.24	215,881.34	-0-
	Colleges	2	89	-0-	48,855.56	7,952.85
	Adult	9	241	-0-	-0-	12,762.33
17.0400 Aviation	Secondary					
	Centers	1	58	18,617.57	78,560.77	-0-
	Colleges					
	Adult					
17.0500 Blueprint Reading	Secondary					
	Centers					
	Colleges					
	Adult	2	56	-0-	-0-	2,965.50
17.0700 Commercial Art	Secondary	2	35	105.23	2,774.98	44,635.52
	Centers					
	Colleges					
	Adult					

¹Under Program Level, Center includes 5 postsecondary vocational technical centers. Colleges includes three community colleges and Northern Montana College. Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.0900	Secondary Centers					
Commercial Photo	Colleges					
	Adult	1	56	-0-	-0-	2,965.50
17.1001	Secondary Centers	28	690	1,713.44	45,173.74	597,843.51
Carpentry	Colleges	1	56	14,577.76	61,513.95	-0-
	Adult	8	260	-0-	-0-	13,768.49
17.1002	Secondary Centers					
Electricity	Colleges					
	Adult	4	117	-0-	-0-	6,195.81
17.1003	Secondary Centers	1	92	23,199.35	97,894.52	-0-
Heavy Equipment	Colleges					
	Adult	2	20	-0-	-0-	1,059.09
17.1200	Secondary Centers	2	111	25,336.49	106,912.64	-0-
Diesel Mechanics	Colleges	1	38	-0-	30,919.42	5,032.99
	Adult	1	3	-0-	-0-	158.86
17.1300	Secondary Centers	23	925	1,203.63	31,733.20	464,877.11
Drafting	Colleges	2	53	10,987.22	46,362.92	-0-
	Adult	4	195	-0-	-0-	10,326.37
17.1500	Secondary Centers	8	360	638.01	16,821.37	317,051.58
Electronics	Colleges	2	82	11,203.77	47,276.68	-0-
	Adult	5	126	-0-	-0-	6,672.41

¹Under Program Level,Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.1900	Secondary Centers	5	139	257.57	6,790.86	95,624.85
Graphic Arts	Colleges					
	Adult					
17.2100	Secondary Centers	1	15	4,927.56	20,792.87	-0-
(Watch Making) Instrument Repair	Colleges					
	Adult					
17.2302	Secondary Centers	11	555	98.03	2,584.67	21,584.67
Machine Shop	Colleges	2	34	13,113.00	55,333.12	-0-
	Adult	2	42	-0-	-0-	2,224.12
17.2306	Secondary Centers	25	682 (C-5)	823.58	21,714.90	330,443.57
Welding	Colleges	4	265	55,513.31	234,250.02	-0-
	Adult	11	952	-0-	-0-	50,413.96
17.2900	Secondary Centers	2	74	17,937.72	75,691.92	-0-
Quantity Food	Colleges					
	Adult	2	40	-0-	-0-	2,118.22
17.3100	Secondary Centers	16	575	799.57	21,080.78	355,300.57
Small Engine Repair	Colleges	2	67	13,733.84	57,952.81	-0-
	Adult	5	205	-0-	-0-	10,855.93
17.9900	Secondary Centers	16	94	362.23	9,550.09	148,311.02
Other	Colleges	*	*	43,994.53	185,644.16	-0-
	Adult	1	37	-0-	15,680.53	2,552.63
		5	136	-0-	-0-	7,201.97

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

* Prevocational courses offered to students in regular course curriculum.

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 - Trade and Industrial Education
(Continued)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS			
				F	S	L	
17.1099 Construction & Maintenance, Trades Other	Secondary Centers						
	Colleges						
	Adult	7	191	-0-	-0-	10,114.56	
	Secondary Centers						
17.1100 Custodial Service	Colleges						
	Adult	2	51	-0-	-0-	2,700.73	
	Secondary Centers						
	Colleges						
17.2305 Sheet Metal	Adult	6	59	-0-	-0-	3,124.37	
	Secondary Centers						
	Colleges						
	Adult						
17.2801 Fireman Training	Secondary Centers						
	Colleges						
	Adult	1	215	-0-	-0-	11,385.93	
	Secondary Centers	3	160	492.42	12,982.98	167,286.91	
17.3600 Woodworking	Colleges						
	Adult						
	Secondary Centers	2	60	483.49	12,747.57	230,843.84	
	Colleges						
17.2304 Metalworking	Adult						
	Secondary Centers						
	Colleges						
	Adult						
17.2700 Plastics Occupations	Secondary Centers	1	30	37.25	982.42	18,271.65	
	Colleges						
	Adult						
	Secondary Centers						

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE: October 1, 1977
SOURCE OF DATA: Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE X FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Trade & Industrial Education (cont.)

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17,2892 Law Enforcement Training	Secondary Centers					
	Colleges	1	20	-0-	15,850.50	2,579.80
	Adult					
	Secondary Centers					
17,2399 Other Metalworking Occupations	Colleges	2	35	-0-	30,919.42	5,032.99
	Adult					
	Secondary Centers					
	Colleges	2	40	-0-	30,919.42	5,032.99
17,2602 Cosmetology	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Under Program Level,

Center includes 5 postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

DATE: October 1, 1977

SOURCE OF DATA:

Office of Public Instruction
Enrollment Figures

HUMAN POTENTIAL DEVELOPMENT

An opportunity is emerging in Montana, with the advent of P. L. 94-482, for vocational educators to closely examine their instructional objectives, methods and materials to determine whether access to vocational training is in fact equal for all students.

The new focus of P. L. 94-482 on the elimination of sex bias and sex role stereotyping in vocational education is seen as a reflection of the changing roles and work patterns permeating society.

On March 7, 1977, the Labor Department recognized these changes when it announced:

"Both husband and wife are working in nearly half of the nation's marriages. The concept of a family where the husband is the only breadwinner, the wife is a homemaker out of the labor force and there are children may be a useful one for illustrative purposes; but it does not represent the typical family of the mid-1970's." ¹

In addition to the increasing numbers of wives who are working, more females are also assuming the responsibility of becoming heads of their families, either through disablement, divorce or death. In turn, the economic well-being of those families is jeopardized by the low salaries being paid to women. "Whereas families headed by women were 12 percent of all families, they constituted 45 percent of all low-income families." ²

Although the Equal Pay Act was passed in 1963, the Civil Rights Act in 1964, and Executive Orders on Affirmative Action in 1968, the pay gap between fully-employed males and females is widening rather than narrowing. For every dollar earned by the average male, the average female earned only 58 cents. ³ This is even more devastating when it is realized that women are not working for "mad money" - a myth that is still widely believed. Instead, women work as a result of necessity. "Nearly two-thirds of all women workers are single, divorced, widowed or have husbands earning less than \$7,000 per year." ⁴

One cause of this discrepancy is that 40 percent of all women workers are still concentrated in ten occupations which largely rank at the bottom of the pay scale and allow scarce opportunity for career advancement--"secretary, retail trade salesworker, bookkeeper, private household worker, elementary school teacher, waitress, typist, cashier, sewer and stitcher and registered nurse." ⁵ This is now only beginning to change, although,

"Women entering the work force are exceeding male workers by substantial numbers. Sixty percent of all persons who entered the

1. Great Falls Tribune, 8 March 1977.

2. U. S. Department of Labor. 1975 Handbook on Women Workers. (Employment Standards Administration: Bulletin 297, 1975). p. 141.

3. Juanita Kreps, "The Future for Working Women". MS March 1977. p. 56.

4. Technical Education Research Centers. Women at Work (Center for Occupation Education and U. S. Office of Education: November 1974 p. 59.

5. U. S. Department of Labor, 1975 Handbook on Women Workers p. 91.

labor force between 1953 and 1973 were women. Today, women constitute 40 percent of the entire work force." 6

Furthermore, the average woman's pattern of employment throughout her life cycle has changed dramatically. Traditionally, she did not allow herself the opportunity to enter a higher paying job because she desired to work only part-time in order to not disrupt her family's routine. However, today "four out of five adult women (workers) over 20 years of age are employed full-time." 7

This is partially the result of new shared patterns of parenting and household responsibilities. Women and men are learning to work more effectively together in both home and work worlds to benefit the family unit as a whole. 8

Since there are few differences between working women and men where schooling, age, race and geographical distribution are concerned, 9 sex-typing of jobs appears to be a consequence of attitudes of the way men and women view themselves and each other. Females are often channelled into training for traditional female low-paying dead-end jobs, rather than being encouraged to seek training for jobs that might be higher-paying career-oriented, regardless of the current dominant sex of persons employed in those occupations.

"In part, the channelling is caused by a failure of ancillary counseling and guidance programs to take strong affirmative action to introduce women to a full range of job responsibilities. In part, it may be brought about by a determination on the part of program administrators that since women are not presently employed in particular fields, training women for these occupations would not be 'realistic in the light of actual or anticipated opportunities for gainful employment'. Such a view is both shortsighted and unwarranted--it feeds a circle which draws narrowly around women's opportunities." 10

In past years, Montana counselor training programs have emphasized the need to equip counselors with the skills necessary to assist students in dealing with social, emotional and educational problems. Therefore, vocational guidance skills have not been assigned a priority. A need now exists to train and equip counselors with up-to-date information to assist all students in making the all-important career selections that will greatly impact on their lives. Furthermore, there is a need to give special attention to the nontraditional employment opportunities that are now opening for students of both sexes.

In Montana, efforts are already underway to overcome other effects of sex role stereotyping. (Refer to Policies and Procedures To Assure Equal Access) Many vocational educators have opened up their classes and have been rewarded by increased interest and participation from students of both sexes. Livingston and Noxon now have woodworking classes in which the majority of the students are female. Consumer and Homemaking teachers have made strong efforts to encourage

6. Technical Education Research Centers, Women at Work p. 59.

7. Technical Education Research Centers, Women at Work, p. 107.

8. W. H. Chafe, The American Woman; Her Changing Social, Economic and Political Roles, 1920-1970. (New York: Oxford University Press, 1972).

9. Jessie Bernard, Women, Wives, Mothers: Values and Options (Chicago: Aldine Publishing Company, 1975).

10. Diane L. Shelton and Dorothy Berndt, Sex Discrimination in Vocational Education: Title IX and Other Remedies. (California Law Review: Vol. 62).

students of either sex to enroll and have seen significant increases in participation by males. Last year over 27 percent of all students in Consumer and Homemaking classes were male. This is in contrast to under 16 percent in the 1974-1975 academic year, and is a trend they expect to continue.

Co-curricular organizations are also opening their membership to students of either sex and are finding they benefit from the input and participation of students who had been traditionally left out. The Montana Future Farmers of America organization has had female state officers elected in recent years and has a female membership of 10 percent. A Vocational Agriculture teacher in Ronan, Montana, experienced a FFA Greenhand class where all the participants were girls - not boys - the first in his chapter in 38 years. The Montana Future Homemakers of America organization has had an open membership policy for many years, but first began to make special efforts to increase its participation rate of males some three years ago. Since then, it has benefited from male state officers and male membership of 4 percent.

It has been determined that the most effective approach to eliminating sex role stereotyping in Montana is the design and funding of a central program for the development of human potential. The program will institutionalize attention at the state level to this important area, and will provide direction and technical assistance to vocational educators along two main parameters. First, it will develop projects and procedures to assure equal access and participation to all students who wish to enroll in vocational education programs. Secondly, it will develop effective methods and training which will enable students to individually select an occupational goal that best meets their abilities and aspirations free from the effects of sex role stereotyping.

The activities of the staff employed by the program are structured in terms of four central objectives with their operation projected along a five year timetable which follows. This was accomplished in order to visually portray the purposes for which the program is being established. The staff will consist of one-and-a-half consultants and one secretary. Although Human Potential Development is organized as a separate program, it is recognized that it is only possible to accomplish its objectives with the full and sustained interest and cooperation of the entire staff. Only with this attention directed at the entire field of vocational education will it be possible to effectively eliminate the effects of sex role stereotyping and to provide for the fullest development of the human potential of all our students in Montana.

(Refer to Appendix J - Activities Related to the Office of Human Potential Development)

Special Programs & Support Services for Displaced Homemakers & Other Special Groups

Several organizations across Montana have been involved in supplying services to persons who meet the criteria under Public Law 94-482, Section 120(b)(L). In order to improve the service delivery system and to ascertain the scope of services being offered, a workshop/seminar will be held each year during the five year planning period to bring together providers of services and representatives of client groups being served.

The workshop will focus on the following areas:

1. identification of services being offered;
2. exploration of possibilities for expansion of services;
3. comparison of costs involved in services offered;
4. discussion of a communication network;
5. increased awareness of problems currently faced by displaced homemakers;
6. employment information;
7. identification of training opportunities;
8. identification of resource persons and exchanging of information; and
9. discussion of other areas of concern.

The workshop will be held at a central location in Montana and will be designed and organized by the Human Potential Development Consultant in the Division of Vocational and Occupational Services of the Office of Public Instruction.

Participants will be reimbursed for costs connected with attendance. The following represents an approximate cost analysis of the proposed workshop:

Per diem meals per person	10.00	
Overnight accomodations	18.00	
Mileage for driver of car	30.00	
200 miles x 15¢ a mile		
10 persons attending and driving cars x 58.00	=	\$580.00
10 persons accompanying drivers x \$28.00	=	280.00
Rental of conference room, supplies, telephone, postage, etc.	=	140.00
	TOTAL	<u>\$1,000.00</u>

The workshop will include representatives from the following groups:

Focus on Women, Bozeman

YWCA, Missoula

Women's Center, Missoula

Women's Bureau, Department of Labor and
Industry, Helena

YMCA Women's Center, Butte

Status of Women Advisory Council

Women's Center, Helena

Women's Center, Great Falls

and other groups as they are identified.

Each organization will be asked to designate a client who has benefited from services offered and who is aware of the needs of women in the area the organization serves.

The results and benefits to be derived from this project include identification of needs and the processes and procedures required to improve services to the displaced homemaker in Montana.

(Refer to the Counseling Needs Research Section for additional efforts to provide services to persons identified within Section 120 (b)(L) of P.L. 94-482.)

TABLE XI OBJECTIVES AND ACTIVITIES OF HUMAN POTENTIAL DEVELOPMENT CONSULTANTS

OBJECTIVE # 1

Review and revise, where necessary, all vocational education policies, procedures, programs and projects to assure that human potential is being fostered in each.

ACTIVITIES	FY 78		FY 79		FY 80		FY 81		FY 82	
1. Review legal mandates for assuring equal opportunity in education and employment.										
2. Review distribution of grants by the State Board to assure that the interests and needs of all students are addressed in the projects assisted under P.L. 94-482.										
3. Prepare an annual report to be submitted as part of the State Plan that contains adequate documentation that Montana is complying with equal access policies and procedures of P.L. 94-482. (Section 108(b)(1)(C)(ii))										

TABLE XI OBJECTIVES AND ACTIVITIES OF HUMAN POTENTIAL DEVELOPMENT CONSULTANTS

OBJECTIVE # 2

Provide technical assistance and training as necessary to eliminate sex-role stereotyping.

ACTIVITIES	FY	78	FY	79	FY	80	FY	81	FY	82
1. Establish a substantial and sustained inservice program for state office personnel.										
2. Provide specialized training for District Title IX coordinators relative to sex role stereotyping in vocational education areas in which they serve.										
3. Provide technical assistance to individual vocational education teachers and school administrators in regard to class scheduling, curriculum labeling and classroom environment in relation to the elimination of sex bias.										
4. Provide technical assistance to local school districts in preparation of grant proposals to address particular problems of sex role stereotyping in their vocational education programs.										
5. Provide in-service training for professional and parent organizations in field of vocational education in the elimination of sex role stereotyping.										
6. Provide in-service training to those persons who provide guidance and counseling to students in vocational education programs, with special attention directed at those persons described in Section 120(b)(J) and (L).										

TABLE XI OBJECTIVES AND ACTIVITIES OF HUMAN POTENTIAL DEVELOPMENT CONSULTANTS

OBJECTIVE # 3

Continually assess and develop strategies to eliminate stereotyping in attitudes and practices of vocational education systems at state and local levels.

ACTIVITIES

1. In conjunction with the Division of Planning, Development and Evaluation of the Office of Public Instruction, design and monitor a statewide needs assessment in relation to the causal factors for the enrollment of males and females in vocational education.
2. Develop strategies for meeting the needs identified through the needs assessment.
3. Establish a demonstration project in non-stereotyped curriculum development in a school district.
4. Carefully examine procedures, tests and materials currently in use in guidance and counseling which lead students to make vocational decisions.
5. Develop means by which individual vocational educators may review vocational education materials, to determine whether they contain sex bias. Assist with the revision and development of new materials where appropriate.
6. Develop visual materials, based on Montanans who are employed or enrolled in nontraditional areas and provide access to those materials to school districts.

FY 78 FY 79 FY 80 FY 81 FY 82

TABLE XI OBJECTIVES AND ACTIVITIES OF HUMAN POTENTIAL DEVELOPMENT CONSULTANTS

OBJECTIVE # 3 (Continued)

Continually assess and develop strategies to eliminate stereotyping in attitudes and practices of vocational education systems at state and local levels.

ACTIVITIES	FY 78	FY 79	FY 80	FY 81	FY 82
7. Videotape model vocational education programs that have overcome traditional barriers and provide access to those videotapes to school districts.					
8. Encourage the development and expansion of day care services to participants of vocational education programs.					
9. Encourage the development of Partnership in Parenting courses through the Consumer and Home Economics area.					
10. Encourage the development and support of research projects to determine methods to eliminate sex role stereotyping in vocational education.					
11. Explore critical areas of research and supervise a research project utilizing two graduate-level interns.					

TABLE XI OBJECTIVES AND ACTIVITIES OF HUMAN POTENTIAL DEVELOPMENT CONSULTANTS

OBJECTIVE # 4

Provide leadership for the development of institutional structures designed to support efforts to eliminate sex-role stereotyping.

ACTIVITIES	FY	78	FY	79	FY	80	FY	81	FY	82
1. Serve in a leadership and resource capacity for State Board of Education, Montana Advisory Council for Vocational Education, Montana legislative committees, individual schools and other interested parties regarding national and state developments in eliminating sex bias from vocational education.										
2. Prepare a quarterly report and other public information items designed to substantiate progress made in Montana in eliminating sex role stereotyping in vocational education.										
3. Develop a system of public awareness to inform parents and citizens of progress being made in equalizing opportunity in vocational education.										
4. Convene and coordinate efforts of an Equity Advisory Committee comprised of representatives from Vocational Education, Human Rights Bureau, Equal Employment Bureau, Equal Learnings Opportunities Program in the Office of Public Instruction, and the Governor's Committee on Status of Women and other Interested parties.										
5. Explore possibilities of national information exchange among personnel assigned to human potential development across the country. This might be accomplished either on an informal level generated by the consultants, or formally through the U. S. Office of Education.										

POLICIES AND PROCEDURES TO ASSURE EQUAL ACCESS

The following policies and procedures have been adopted by the State of Montana to assure equal access to vocational programs by men and women.

A. POLICIES

1. The Constitution of the State of Montana was rewritten in 1972 and accepted by the citizens of Montana in a special election on June 6, 1972, and contains assurances as to equal opportunity for all citizens of Montana:
 - (a) The Declaration of Rights states, under Section 4,

"The dignity of the human being is inviolable. No person shall be denied the equal protection of the laws. Neither the state nor any person, firm, corporation, or institution shall discriminate against any person in the exercise of his civil or political rights on account of race, color, sex, culture, social origin or condition, or political or religious ideas."
 - (b) Article X states,

"It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state." And "No person shall be refused admission to any public educational institution on account of sex, race, creed, religion, political beliefs, or national origin."
2. Position statement on sex discrimination and stereotyping in the public schools was adopted by the Board of Public Education on March 10, 1975, and states:

"...Montanans have determined that a basic quality education is a process which can enable students to transform their potential into actuality...The Board of Public Education interprets the promise and imperative of Title IX to be wholly consistent with the State Constitution, School Law and the Philosophy set forth in the Basic Quality Education study. Therefore, the Board urges careful, complete and immediate compliance with Title IX by Montana's public schools."
3. Further, the Basic Policy Statement on Affirmative Action in the Office of Public Instruction verifies its position.

"It is now, has been, and will be the policy of the Office of Public Instruction to take affirmative action to eliminate discrimination in personnel policies and procedures based on ancestry, receipt of public assistance, political beliefs, physical or mental handicap, ex-offender status and sex

(unless where such status is a bonafide occupational qualification). And, "Employees of the Office of Public Instruction must at all times be aware of the spirit and principle of equal employment opportunity and cooperate fully to assure the success of the Affirmative Action Program."

4. Each postsecondary vocational technical center in Montana has a school catalogue which contains an equal opportunity clause similar to the following,

"...Center admits students regardless of race, color, national and ethnic origin or sex to all programs and activities made available to students of the school."

B. PROCEDURES

1. An affirmative action plan has been adopted and operationalized by the Office of Public Instruction and structures all employment processes.
2. Each school district in Montana advertised in its local paper its non-discriminatory policies as required by Title IX of the Educational Amendments of 1972. The advertisements varied in their form, but the content was similar to this notice published by the Great Falls Tribune on October 18, 1975.

"The Great Falls School District does not discriminate against any person on the basis of sex in the education programs or activities which it operates in accordance with requirements of Title IX of the Educational Amendments of 1972."

3. An Equal Learning Opportunities Program operates in the Office of Public Instruction to coordinate efforts within Montana Schools to provide equal educational opportunities for all students in Montana.
4. Each school district in Montana has been apprised of its responsibility to complete a self-evaluation as required by Title IX. District self-evaluations are maintained in local district offices.
5. The Office of Public Instruction has completed a self-evaluation to further assure compliance with Title IX. This self-evaluation is on file in the Equal Learning Opportunities Program office.
6. The formula that will be utilized in determining the distribution of Montana Vocational Education funds assigns a priority to those programs that attempt to eliminate sex role stereotyping.

POLICIES AND PROCEDURES FOR DISADVANTAGED AND HANDICAPPED PROGRAMS

Public Law 94-482 mandates that 30 percent of funds received for Section 120 (Basic Grant) and for Section 130 (Program Improvement and Supportive Services) shall be used to pay 50 percent of the cost of vocational education programs, services, and activities for disadvantaged and handicapped persons. Ten percent of these monies are to be used for handicapped persons; 20 percent are to be used for disadvantaged persons. Out of the disadvantaged set-aside, the State must reserve an amount equivalent to the ratio of limited English-speaking persons, aged 15-24, relative to the total population of the State, aged 15-24.

In addition, the Act makes funds available for conducting special programs for the disadvantaged in geographical areas of high unemployment and high drop-out rates. The State is permitted to fund these special programs with up to 100 percent federal monies on the basis of the approved program,

Within the Allocation Tables, funds for Special Disadvantaged projects will be distinguished from set-aside Disadvantaged funds by referring to the former as Section 140 funds. The latter will be designated as Section 120 or Section 130 funds.

DISADVANTAGED

The Rules and Regulations governing P. L. 94-482 define "disadvantaged" as "persons (other than handicapped persons) who:

- (1) Have academic or economic disadvantages; and
- (2) Require special services, assistance, or programs in order to enable them to succeed in vocational education programs."

The term, "academic disadvantaged" is defined in the Rules and Regulations for P. L. 94-482 as a person who:

- "(1) Lacks reading and writing skills;
- (2) Lacks mathematical skills; or
- (3) Performs below grade level."

To provide workable criteria for the term "academically disadvantaged," as defined in the Rules and Regulations, Montana has included the following categories of persons who, when they are enrolled or intend to enroll in vocational education programs, are found to:

- A. Lack reading skills to the extent that their reading level is sufficiently below the reading level of the vocational textbook required for the course in which he/she is enrolled so as to preclude success;
- B. Lack writing skills necessary to function successfully in the opinion of a local Student Evaluation Team;
- C. Lack prerequisite mathematical skills necessary to complete the required work as indicated by scores on a test of mathematical ability.

- D. Meet the criteria for ESEA Title I as defined in the Rules and Regulations governing P. L. 92-318:

"Educationally deprived children" means (1) children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age, and (2) children who are handicapped."

In addition, Montana has defined "performs below grade level" as a general educational deficiency such as a lack of awareness of vocational education procedures and/or opportunities; for example, a lack of rudimentary knowledge or the lack of an opportunity to obtain fundamental skills required for success in a regular vocational education program.

The Rules and Regulations define "economically disadvantaged" as the following:

- "(1) Family income is at or below national poverty level;
- (2) Participant or parent(s) or guardian of the participant is unemployed;
- (3) Participant or parent(s) of participant are recipients of public assistance;
- (4) Participant is institutionalized or under State guardianship."

There is a need for Montana to make some minor adjustments to this definition. The above four criteria will each be preceded by the phrase "at the time of the student's entry into a vocational education program..." Regarding criteria (2), at the secondary level, priority will be given to those students whose parents or guardians are unemployed. Regarding criteria (3), this is not intended to be limited to Aid to Families with Dependent Children.

The Rules and Regulations define "limited English-speaking ability" as:

- "(1) Individuals who were not born in the United States or whose native language is a language other than English, and
- (2) Individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner by regulations; and, by reasons thereof, have difficulty speaking and understanding instruction in the English language."

The Rules and Regulations do not provide a definition of drop-outs. The Office of Public Instruction defines a drop-out as "a student who leaves school for any reason before graduation and for whom no transcript has been requested by another school."

Criteria for determining potential drop-outs shall be poor attendance records and low achievement scores.

HANDICAPPED

The Rules and Regulations governing P. L. 92-482 define "handicapped" as a person who is "mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; crippled (orthopedically impaired); or other health impaired person, including a person who suffers from learning

disabilities to the extent the disability is a health impairment; and who by reason of the above:

- (1) Requires special education and related services, and
- (2) Cannot succeed in the regular vocational education program without special education assistance; or
- (3) Requires a modified vocational program."

In order to further cooperation and coordination between Vocational Special Needs and Special Education, the above terms (i.e., mentally retarded, etc.) are as defined in the Montana Special Education Rules and Regulations Reference Manual (August, 1977).

FUNDING POLICIES FOR DISADVANTAGED/HANDICAPPED/SPECIAL DISADVANTAGED PROGRAMS

The required matching of state and local funds with federal funds will be on a dollar for dollar basis. Only previously approved expenditures based upon a submitted budget and supported with adequate documentation will be considered as allowable for matching purposes. Indirect cost items to be charged against a program must be submitted as part of the total program budget and justified by an explanatory narrative. Only operational costs may be approved; capital expenditures and fixed equipment are not approvable items.

The following are the only approved expenditures a district or agency may use for matching federal monies:

Salaries or portion of:	
0111	Administration
0212	Instruction
0610	Janitorial
0710	Maintenance
0113	Clerical for Administration
0213	Clerical for Instructors
0411	Support Services, such as:
	1. Guidance
	2. Health
	3. Psychologist
0232	Supplies
0681	Heat
0682	Electricity, Water
0130	Postage and Printing
0250	Approved Teacher Travel ¹
1164	Equipment

Projects funded with set-aside disadvantaged or handicapped monies will be limited to a maximum of three years.

The initial funding and continuance of project funding will be based upon the recommendations of the Department of Vocational and Occupational Services and upon State Board of Public Education approval, contingent upon availability of funds and evaluation of the project at the end of the first and second years. Funding for Special Disadvantaged projects will be limited to one year, and will be designated to meet up to 100 percent of the start-up costs involved.

1. School Finance and Statistics Reference Manual.

Rural school districts will be encouraged to develop projects which utilize the concept of shared facilities and resources.

The intent of Disadvantaged and Handicapped program funding in Montana is to assist in developing new programs. At no time will these monies be used to supplant local educational agencies' budgets. Each program proposal must contain an assurance that the program is compatible with the role and scope of the local educational agency's overall vocational plan. Further, each district or consortium of school districts that receives funding for the training program in its area, will be required to make a prior assurance to continue local funding of the program for an additional three years following the withdrawal of federal vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based on the program meeting certain requirements during an evaluation to be completed by the various parties involved.

Certain procedures have been developed in Montana to insure that funds for vocational programs for handicapped persons are used in a manner consistent with the State Plan for the Education of the Handicapped Act. These procedures include:

- A. Formation of the Interagency Cooperation Committee of the Office of Public Instruction Model for Coordinating Special Education and Special Vocational Needs Programs. This committee will meet at least twice annually. The committee will review all applications for funding of vocational programs for handicapped persons. (Refer to Appendix K.)
- B. Inclusion of a requirement on the local application form (F4997-023001-3/77) Rev. a) that procedures be described for coordinating handicapped programs with the state plan filed under the Education of the Handicapped Act. (Refer to Local Applications - Appendix L.)

APPLICATION PROCEDURES

The Montana Office of Public Instruction will notify local educational agencies of the goals, requirements, and availability of funds to meet the vocational needs of disadvantaged and handicapped students. The local educational agency will be responsible for identification of individual disadvantaged and handicapped students and for the development of programs to meet their needs. The local educational agencies will be further responsible for the submission of total program budgets which reflect the provision of appropriate special services to assure the success of special needs students in regular vocational programs.

The Office of Public Instruction will make a determination of the costs of a regular program and of the costs for a vocational program for disadvantaged and handicapped students. Matching requirements will be based according to the sections of funding that are being applied for.

The state will be further responsible for evaluation of the programs funded with funds for disadvantaged and handicapped students.

FIVE YEAR GOALS AND FUNDING RATIONALE FOR DISADVANTAGED AND HANDICAPPED PROGRAMS

Montana Vocational Education recognize the unique problems and obstacles which prevent disadvantaged and handicapped students from participating in training programs without special consideration of their needs. Those needs include high secondary level dropout rates, high youth and general unemployment, academic and economic disadvantages, and language barriers, as well as handicapping physical and emotional disabilities.

The strategy that was developed to meet those needs is organized in such a way as to correlate with the different funding sources for disadvantaged and handicapped programs as identified in P. L. 94-482. Each of the sources of funding is governed by an individual set of rules and regulations as to the manner in which the funds may be expended. (Refer to Appendix L: Local Application.)

Special Disadvantaged Funds (Section 140) must be spent within geographical areas of high dropout rates and high unemployment; and may be 100 percent federally funded. (Refer to Figures 12 through 17 for identification of these areas). Another source of funds available to meet the needs of disadvantaged students and handicapped students is the state allotment (Sections 120 and 130). Ten percent of funds available in the state allotment must be expended for handicapped students, while 20 percent of the state allotment must be expended for disadvantaged students. There is no geographical limitation on set-aside monies; and projects funded with such monies may be 50 percent (maximum) federally financed.

The following sections describe the strategy that has been determined to be the most effective plan to address the needs of each group as determined in the previous section Policies and Procedures for Disadvantaged and Handicapped Programs.

Special Disadvantaged Funds

in 1976, 32 percent of Montana's 56 counties experienced a school dropout rate higher than the 5.1 percent state average. Of those counties, 83 percent were located in rural isolated areas. Available data suggests a correlation exists between areas with high school dropout rates and areas with high unemployment rates.²

Schools experience difficulty in developing vocational training programs due to the high start-up and equipment costs required. To overcome this obstacle, Special Disadvantaged funds will be used to fully fund two projects each year in which disadvantaged youth in areas of high dropout rates and/or high unemployment rates may acquire entry-level employment skills. Where it is geographically feasible, school districts will be encouraged to form consortiums in order to share facilities, resources and equipment. Funding for these projects will be limited to one year duration and will be designated to meet up to 100 percent of the start-up costs involved.

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1. Montana Public School Enrollment Report, 1976, Office of Public Instruction.
 2. Montana Employment and Labor Force, State of Montana Employment Security Division. Department of Labor and Industry and Montana Public School Enrollment Report, 1976, Office of Public Instruction.

Each district or consortium of school districts that receives funding for the training program in its area will be required to make prior assurance to continue local funding of the program for an additional three years following the withdrawal of state vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based on the program meeting certain requirements during an evaluation to be completed at the end of the first year by the various parties involved.

Two Special Disadvantaged projects will be started in fiscal year 1978. A small engine repair program will be provided by Victor High School; and Poplar High School will provide programs in office occupations and in trade and industrial occupations.

Victor, Montana, is located in Ravalli County which has been designated as an economically depressed area (refer to Figure 14) and has a general unemployment rate of 11.8 compared to a statewide average of 7 percent (refer to Figure 13). The percentage of families within the county with incomes below poverty level is 14.9 percent compared to a statewide average of 12.1 percent per county (Figure 10). This lack of job opportunity is probably a strong contributing factor to the previous year's dropout rate of 7.9 percent as compared to an average of 5.1 percent for the state (Figure 11).

Poplar, Montana, located in Roosevelt County, will be the location of the other program to be supported with Special Disadvantaged funds in fiscal year 1978. While Poplar is not an area of high unemployment, it is an area with a high percentage of families with incomes below poverty level (18.0 percent, Figure 16). Additionally, the student dropout rate at 8.6 percent is 3.5 percent above the state average (Figure 17).

It should be realized that programs projected for other fiscal years are only anticipated at this time. Educational agencies making valid application and documenting a greater need for a program area may cause a shift in these priorities to new program areas during the planning period. Any such changes will be reflected in future annual plans.

DISADVANTAGED PROGRAMS FUNDED WITH SET-ASIDE MONIES

Rural school districts have experienced difficulties in identifying and evaluating vocational needs of disadvantaged students. Urban school districts have greater access to diagnostic and evaluation services, as well as a more varied selection of vocational training opportunities.

Sixty percent of Montana's secondary student enrollments are located in rural areas, whose geographical isolation often is coupled with a low tax base. These factors restrict the vocational education opportunities for all students in these areas, including those who are disadvantaged and handicapped.³ Therefore, funding proposals to provide for services to meet the needs of disadvantaged and handicapped students in rural areas will be assigned high priority. These rural school districts will be encouraged to develop projects which utilize the concept of shared facilities and resources. Ongoing urban vocational training programs and services will continue to receive vocational education funding support.

Small rural school districts in Montana have experienced particular difficulty in providing for the needs of disadvantaged students. Providing Special Disadvantaged

3. School Trustees Report, 1975, Office of Public Instruction

programs has been economically unfeasible due to small student populations and the high cost of providing for the special needs of a small number of students. Beginning in fiscal year 1980 and continuing each year thereafter, the major emphasis in Montana will be to provide special services to identified disadvantaged students. Services will then be provided to enable them to succeed in regular vocational education programs offered by the local school district. This "mainstreaming" of students with federal funds matching local funds should provide a more economical and realistic way to provide for the needs of each student by providing for their needs on an individual basis. An assurance must be provided that disadvantaged students and their special needs are identified and that an individual plan to address each student's needs will be developed and periodically evaluated in order to ascertain the student's progress. These funds must be used to provide for these special needs on an individual student basis.

The Helena School District will offer programs in Business and Office and Consumer and Homemaking for Unwed Mothers during fiscal years 1978 and 1979. Students from this program, because of pregnancy, have terminated their education without saleable skills. This program will offer them the chance to both gain those skills necessary for employment and learn the skills necessary for running their own households and caring for children.

Prevocational training and job seeking and job readiness skills will be taught to the disadvantaged in Yellowstone County through the Adult Education Center at Billings in fiscal years 1978 and 1979. The program will upgrade the basic skills of disadvantaged students applying at the Billings Vocational-Technical Center to a level that will allow them to enter the Center for occupational training. At the completion of their course of study, the students will be given special assistance in job seeking and job retention skills.

One program will be offered on the Crow Reservation at Lodge Grass to provide Vocational Agricultural training to disadvantaged youth. Lodge Grass is an agricultural community and is an area of high unemployment and has a high student dropout rate. The program will seek to provide the training required by youth to put the reservation lands to more productive agricultural use for Tribal members.

Because of a lack of facilities, schools in rural isolated areas are unable to individually offer more than one or two areas of occupational training. By forming a consortium and sharing programs, on a rotating basis, eight school districts located in Hill, Chouteau and Liberty counties of north-central Montana have been able to improve and increase the occupational offering available to their students.

Occupational training for the disadvantaged will be offered in Whitehall, Montana. The Whitehall High School District is one of limited financial resources with a large transient student population, primarily from the Denny Driscoll Boys' Ranch. This has created a disproportionately high enrollment of disadvantaged students within the school district. The school recognized the need to provide for these students, but finds that local resources are unable to support the needed vocational education programs. In fiscal years 1978 and 1979, Disadvantaged funds will be provided to the school to meet these needs.

Individuals who are disadvantaged because of limited ability to converse in English represent .95 of one percent of the total population of the State of Montana.⁴

4. Director of Public Elementary and Secondary Schools: Enrollment and Staff by Racial/Ethnic Group, 1972. U. S. Department of Health, Education and Welfare/Office of Civil Rights.

Programs funded from limited English speaking set-aside funds will be directed toward providing supportive services in language, vocabulary and/or employability skills for this population.

HANDICAPPED PROGRAMS FUNDED WITH SET-ASIDE MONIES

Montana's efforts to meet the needs of handicapped students in past years consisted of pre- and in-service training by which related personnel could develop a greater comprehension of student needs and capabilities.

During the five year planning period, the Consultant for Special Needs will coordinate an effort by the Special Education Unit of the Office of Public Instruction and the Department of Social and Rehabilitation Services to identify handicapped individuals and to involve them in vocational education programs.

Eight school districts located in Hill, Chouteau and Liberty counties are participating in an Automated Teaching Systems project that is designed to provide handicapped students with more alternative vocational and remedial learning experiences to increase their chances to succeed academically, vocationally, and in the world of work through development of skills and interests.

The Prevocational Adult Learning Center program in Billings provides necessary deficiency upgrading and remediation for handicapped students. Participants are served from throughout the community, vocational-technical center, and the secondary schools.

The School for the Deaf and Blind will continue to receive funding for fiscal years 1978 through 1982. The program provides special assistance in the form of interpreters, note-takers, and tutors for students from the school who are enrolled in vocational education programs in the Great Falls School System..

Providing special assistance to handicapped students to "mainstream" them into regular vocational education training programs will become the primary method of providing support to students after fiscal year 1979. It is anticipated that this method of funding will provide more flexibility in terms of providing for each identified handicapped individual's vocational needs, by providing prescriptive assistance to individuals rather than to programs.

All efforts to develop or continue programs to meet the needs of Disadvantaged and Handicapped students will be contingent upon the availability of funds from local, state, and federal sources.

The Consultant for Special Needs will participate in an evaluation process for each program/service funded under the above sections at least once during the five year planning period as required by law.

TABLE XII -- SECTION 140

SPECIAL DISADVANTAGED PROJECTS FY 1978-1982

O.E. CODE	PROGRAM	SECONDARY		CENTERS		STATE INST.		FUNDS Federal	Fiscal Year
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.		
17.3100	Small Engine Repair (Victor H.S.)	400	1					23,014* 16,386	1978
14.9900 17.9900	Office Occupations Trade & Industrial Occup. (Poplar H.S.)	190	1					23,015* 16,990	1978
	Unallocated 78 Section 140 Funds							47,560	1978
04.0700	Food Services	35	1					40,468	1979
04.1100	Hotel and Lodging	20	1					40,468	1979
01.0500	Ornamental Horticulture	50	1					41,682	1980
01.0100	Agriculture Production	35	1					41,682	1980
17.1100	Custodial Services	30	1					42,933	1981
09.0201	Child Care			40	1			42,933	1981
17.1100	Custodial Services	40	1					44,221	1982
01.0100	Agriculture Production	30	1					44,220	1982
									184

*1977 Carryover Funds

TABLE XIII

DISADVANTAGED PROJECTS FISCAL YEAR 1978 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTERS		STATE INST.		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
01.0100	Vocational Agriculture (Lodge Grass H.S.)	(175)	1					4,450* 14,732		14,732
14.0300	Filing, Clerical & Related Unwed Mothers (Helena H.S.)	50	1					8,000* 8,785		8,785
17.3100	Small Engine Repair (NMC)	276	1					10,500* 9,049		9,049
01.0100 17.0302 17.1001	Ag Production Auto. Mech. Carpentry (Whitehall HS)	280	1					9,000* 1,350		1,350
14.0700	Steno, Sec., & Related (Mt. View School)					30	1	3,000*		
99.0100	Group Guidance (PreVoc) (Belgrade H.S.)	42	1					4,350*		
14.9900	Office Occupations Adult (20/1) (Hot Springs H.S.)							930* 2,225		2,225
99.0.00	Group Guidance (PreVoc) (Great Falls H.S.)	70	1					9,859		9,859
99.0100	Group Guidance (PreVoc) (Billings H.S.) Adult 160/1							21,248		21,248
99.0300	Group Guidance (Rem.) (Billings H.S.) Adult 200/1							6,000* 9,990		9,990
17.3100	Small Engine Repair and Group Guidance (Red Lodge H.S.)	28	1					16,312		185 16,312
17.3100	Small Engine Repair (Opheim H.S.)	33	1					20,675*		

*Fiscal Year 1977 dollars that were expended prior to October 1, 1977 in accordance with P.L. 90-576
(No matching required)

TABLE XIII

DISADVANTAGED PROJECTS FISCAL YEAR 1978 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTRS		STATE INST.		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
99.0100	Group Guidance (Pre-Voc) (Hardin H.S.)	425	1					1,900*		
99.0300	Limited Eng. Speaking (Unallocated)	275	1					3,979		3,979
99.0900	Vocational Guidance (Hardin H.S.)	(30)	(1)					7,036		7,036
	Other Section 120 unallo- cated Disadvantaged							220,496		220,496
	State Administration							10,000	10,000	
	Total Section 130 unallo- cated Disadvantaged Funds							83,765		83,765
	*1977 dollars that were (No matching required)									

*Fiscal Year 1977 carryover

TABLE XIII

DISADVANTAGED PROJECTS FISCAL YEAR 1979 SET ASIDE FUNDS

O. E. CODE	PROGRAM	SECONDARY		CENTERS		STATE INST.		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
01.0100	Disadvantaged Vo-Ag Program (Lodge Grass)	(26)	1					7,450		7,450
14.0700	Office Practice for Unwed Mothers (Helena H.S.)	19	1					7,500		7,500
09.0101	Consumer Homemaking for Unwed Mothers (Helena H.S.)	20	1					5,632		5,632
99.06	Occupational Training for Disadvantaged (Whitehall H.S.)	30	1					9,189		9,189
99.06	Special Needs Awareness (Belgrade H.S.)	30	1					15,078		15,078
14.0700	Business & Office Practice (Mountain View School)					30	1	8,550	8,550	
14.0700	Business & Office Practice (Hot Springs) ADULT 30/1							4,550		4,550
99.01	Job Seeking and Job Readiness (Billings) ADULT 100/1							4,500		4,500
99.0300	Limited English Speaking	275	1					3,979		3,979
	Other Unallocated Section 120 Disadvantaged Funds							268,633		268,633
	Total Section 130 Disadvantaged Funds							83,765		83,765

*Available for application by all levels of vocational education.

TABLE XIII

DISADVANTAGED PROJECTS FISCAL YEAR 1980 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTERS		STATE INST.		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
09.03	Limited English Speaking	275	1					4,099		4,099
	Other Unallocated Section 130 Disadvantaged Funds							341,014		341,014
	Unallocated Section 130 Disadvantaged Funds							86,278		86,278

*Available for application by all levels of vocational education.

DISADVANTAGED PROJECTS FISCAL YEAR 1981 SET ASIDE FUNDS

*Available for application by all levels of vocational education.

DISADVANTAGED PROJECTS FISCAL YEAR 1982 SET ASIDE FUNDS

190

TABLE XIV

HANDICAPPED PROJECTS FISCAL YEAR 1978 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTERS		STATE INST.		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
99.0200	Remedial Support Services for Handicapped (Great Falls)			300	1			29,267* 119	119	
99.0600	Evaluation of the Handi- capped (Great Falls)			12	1			6,000*		
17.3100	Small Engine Repair (Pine Hills)					50	1	15,000*		
99.0100	Group Guidance (Pre-Voc) (Warm Springs)					40	1	40,000* 5,000	5,000	
17.1003	Electrical (Swan River)					40	1	20,000*		
99.0600	Special Services for Deaf	45	1					7,979	7,979	
99.0100	Group Guidance & Math (Belgrade H.S.)	42	1					7,539		7,539
	Other Unallocated Section 120 Handicapped Funds							136,894		136,894
	State Administration							10,000	10,000	
	Evaluation of the Handi- capped (Gt. Falls) (Section 130)			12	1			41,882	41,882	

*Fiscal Year 1977 dollars that were expended prior to October 1, 1977 in accordance with
P.L. 90-576 (No matching required)

HANDICAPPED PROJECTS FISCAL YEAR 1980 SET ASIDE FUNDS

193

HANDICAPPED PROJECTS FISCAL YEAR 1981 SET ASIDE FUNDS

194

HANDICAPPED PROJECTS FISCAL YEAR 1982 SET ASIDE FUNDS

195

SECTION 120--RATIONALE FOR FUNDING DECISIONS

Table XV outlines the projected distribution of funds allocated under Section 120. The itemizations which follow fiscal years 1978 and 1979 are meant to further clarify the information supplied within Table XV.

The distribution of funds was made in such a way as to maximize the impact of limited financial resources. The Office of Public Instruction has determined the priority for Section 120 funds to be the development, maintenance, and supplementing of regular vocational education programs. No new programs will be developed during fiscal years 1978 and 1979 due to current limitations on funding.

Each program area narrative which precedes this section includes a description of planning efforts for that area. For example, Agriculture Education contains a description of employment and vocational training information for that area. Further, allocations and enrollments are indicated on the table following each program area narrative. Total funds projected for "Vocational Education Programs" may be increased or decreased in future years dependent upon future levels of funding.

Work Study programs are not projected to be supported during the five year planning period. Cooperative Education programs will be funded on an equal basis with regular vocational education programs, rather than through set-aside funds as in past years.

Energy Education is not projected for funding during fiscal years 1978 and 1979 due to Legislative restrictions of funds. However, due to the energy crisis and Montana's predominant role in meeting national energy resource needs, funding is projected in fiscal years 1980-82, for the development of Energy Education training programs.

Montana is expected to experience an estimated twenty-five percent reduction in state administrative personnel in fiscal year 1979 due to projected budgetary limitations. State administrative support is expected to increase in fiscal year 1980 to facilitate the development of a Management Information and Manpower system on which to base sound policy decisions by the Board of Public Education and sound administrative decisions by the Office of Public Instruction. The development of this system mandates an increase in personnel. Included is a full-time position for a Human Potential Development Consultant which is mandated by federal law. This consultant will oversee the implementation of the federal mandate to eliminate sex bias and sex role stereotyping in vocational education programs funded under Public Law 94-482.

The section, "Five Year Goals for Disadvantaged and Handicapped Programs," contains a description as to how these set-aside funds will be expended. (Refer to Tables XII, XIII, and XIV.)

An explanation of funds listed under Construction of Area Schools is contained in final statements of the section of the plan entitled, "Introduction to Five Year Goals for Vocational Education in Montana."

TABLE XV - SECTION 120 - FUNDING BY PURPOSE
FISCAL YEAR 1978

PURPOSE	SECONDARY	POSTSECONDARY			ADULT	INSTITUTIONS	OTHER	TOTAL
		CENTERS	COMM. COL./N.M.C.					
VOCATIONAL EDUCATION PROGRAMS	T	5,004,685	827,011	254,983	195,195	137,162	11,543,559	
	F	21,060	-0-	1,000	-0-	-0-	939,886	
	FC	-0-	-0-	-0-	-0-	-0-	57,158	
	S	966,498	711,615	-0-	195,195	137,162	6,160,009	
	L	4,017,127	115,396	253,983	-0-	-0-	4,386,506	
ENERGY EDUCATION	T							
	F							
	FC							
	S							
	L							
HANDICAPPED	T	31,036	35,505		85,000	273,788	425,329	
	F	15,518	119		5,000	136,894	157,531	
	FC	-0-	35,267		75,000	-0-	110,267	
	S	7,979	119		5,000	-0-	13,098	
	L	7,539	-0-			136,894	144,433	
DISADVANTAGED	T	201,079		73,856	3,000	440,992	718,927	
	F	71,102		33,463		220,496	325,061	
	FC	58,875		6,930	3,000	-0-	68,805	
	S	-0-				-0-	-0-	
	L	71,102		33,463		220,496	325,061	
CONSTRUCTION OF AREA SCHOOLS	T	2,125,000					2,125,000	
	F	-0-					-0-	
	FC	-0-					-0-	
	S	1,062,500					1,062,500	
	L	1,062,500					1,062,500	
TOTALS	T	5,236,800	827,011	328,839	283,195	851,942	14,312,815	
	F	107,680	-0-	34,463	5,000	357,390	1,422,478	
	FC	58,875	-0-	6,930	78,000	-0-	236,230	
	S	974,477	711,615	-0-	200,195	137,162	7,235,607	
	L	4,095,768	115,396	287,446	-0-	357,390	5,919,500	

FC - Federal Carryover

F -- State

L - Local

* Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

T - Total

FC - Federal Carryover

S -- State

L - Local

* Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

1978 Fiscal Year

A. Vocational Education Programs

1. Secondary

Federal	\$ 21,060	Includes: \$ 13,546	Balance remaining after Sub Part 2 funds transfer.
Federal Carryover	-0-	8,514	From State Administration Allocation.

State	966,498	Includes: \$ 471,555	Foundation General Fund
Local	<u>4,017,127</u>	Local support for secondary vo-ed programs.	
	<u>\$5,004,685</u>	All Sources.	

2. Centers

Federal	917,826	Includes: \$ 314,119	15% required for postsecondary.
		228,494	Remaining allocation.
		323,160	Sub Part 2 funds transfer.
		52,053	Reallocation of state administration.

Federal	carryover	57,158	Unobligated carryover -- includes:
		\$ 24,401	Part G Coop
		10,000	Part B regular funds
State	4,149,539	22,757	State Administration
		\$ 144,374	State earmarked revenue
		432,600	State tax for centers
		3,435,682	General Fund
		136,883	State earmarked revenue

Local	-0-	All Sources
TOTAL	<u>\$5,124,523</u>	

3. Community Colleges/Northern Montana College

Federal	-0-	Includes: \$ 497,309	General Fund for NMC Vo-Ed
Federal carryover	-0-	214,306	65% General Fund for Commercial colleges
State	711,615		35% Local sources.
Local	<u>115,396</u>		All sources.
TOTAL	<u>\$ 827,011</u>		

ITEMIZATION TABLE XV SECTION 120

1978 Fiscal Year

4. Adult

Federal	1,000	Displaced homemakers
Federal Carryover	-0-	
State	-0-	
Local	\$ 253,983	Local support for adult vo-ed programs
Total	<u>\$ 254,983</u>	All Sources

5. Institutions

Federal	-0-	
Federal Carryover	-0-	
State	\$ 195,195	General Fund for institution vo-ed programs
Local	-0-	
Total	<u>\$ 195,195</u>	All Sources

6. Other

Federal	-0-	
Federal Carryover	-0-	
State	\$ 137,162	General Fund for firefighters
Local	-0-	
Total	<u>\$ 137,162</u>	All Sources

B. Energy Education

No programs projected for Fiscal Year 1978

ITEMIZATION TABLE XV SECTION 120

1978 Fiscal Year

. Handicapped

1. Secondary

Federal	\$15,518	Includes \$7,979 Special Services for Deaf
Federal Carryover	-0-	7,539 Belgrade Group Guidance
State	7,979	State support for Services for Deaf
Local	7,539	Local support for Belgrade Group Guidance
Total	<u>\$31,036</u>	All Sources

2. Centers

Federal	119	Remedial Support Services for Handicapped, Great Falls
Federal Carryover	35,267	Includes \$29,267 Great Falls Support Services
State	119	6,000 Great Falls Evaluation Program
Local	-0-	State support for Great Falls Support Services
Total	<u>\$35,505</u>	All sources

3. Community Colleges

No programs projected at this time

4. Adult

No programs projected at this time

1978 Fiscal Year

5. Institutions

Federal	\$ 5,000	Warm Springs Group Guidance
Federal Carryover	75,000	Includes 15,000 Pine Hills Small Engine Repair 40,000 Warm Springs Group Guidance 20,000 Swan River Electrical

State	5,000	State support for Group Guidance
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Local	-0-	
Total	<u>\$ 85,000</u>	All Sources

6. Other

Federal	\$136,894	Unallocated Funds
Federal Carryover	-0-	
State	-0-	
Local	136,894	Local match for unallocated funds
Total	<u>\$273,788</u>	All Sources

D. Disadvantaged

1. Secondary

Federal	\$ 71,102	Includes	\$ 7,036	Hardin Guidance
			14,732	Lodge Grass Vo-Ag program
			8,785	Helena Unwed Mothers Filing, Clerical & Related Repair
			9,049	Northern Montana College Small Engine Repair
			16,312	Red Lodge Small Engine Repair
			1,350	Whitehall Occupational Training
			9,859	Great Falls Group Guidance
			3,979	Limited English Speaking
Federal Carryover	58,875	Includes	\$ 4,450	Lodge Grass Vo-Ag program
			8,000	Helena Unwed Mothers Filings, Clerical & Related Repair
			10,500	Northern Montana College Small Engine Repair
			9,000	Whitehall Office Occupations
			4,350	Belgrade Group Guidance
			20,675	Opheim Small Engine Repair
			1,900	Hardin Group Guidance

ITEMIZATION TABLE XV SECTION 120

1978 Fiscal Year

Federal carryover (cont.)

State	-0-				
Local	71,102				
Total	<u>\$201,079</u>				Local matching support for programs listed above under Federal All sources
2. Centers					
No programs projected at this time					
3. Community Colleges					
No programs projected at this time					
4. Adult					
Federal	\$ 33,463	Includes	\$ 9,990	Billings Group Guidance Remedial	
			21,248	Billings Group Guidance Pre-Voc	
			2,225	Hot Springs Office Occupations	
Federal carryover	6,930	Includes	6,000	Billings Job Seeking and Job Readiness	
			930	Hot Springs Business and Office Practice	
State	-0-				
Local	<u>33,463</u>	Includes			Local matching support for programs listed under Federal
Total	<u>\$ 73,856</u>	All sources			

ITEMIZATION TABLE XV SECTION 120

1978 Fiscal Year

5. Institutions

Federal	\$ -0-	
Federal carryover	3,000	Mountain View Steno, Sec, & Related
State	-0-	
Local	-0-	
Total	<u>\$ 3,000</u>	All sources

6. Other

Federal	220,496	Unallocated funds
Federal carryover	-0-	
State	-0-	
Local	220,496	Local match for unallocated funds
Total	<u>\$440,992</u>	All sources

E. Construction

1. Secondary

No programs projected at this time.

2. Centers

Federal	-0-	
Federal carryover	-0-	
State	\$1,062,500	Billings Vocational Technical Center
Local	1,062,500	Local matching support for Billings Vocational Technical Center
Total	<u>\$2,125,000</u>	All sources

3. Community Colleges

No programs projected at this time

ITEMIZATION TABLE XV SECTION 120

1978 Fiscal Year

4. Adult

No programs projected at this time.

5. Institutions

No programs projected at this time.

6. Other

Does not relate.

TABLE XI - SECTION 120 - FUNDING BY PURPOSE

FISCAL YEAR 1979

PURPOSE		SECONDARY	POSTSECONDARY			ADULT	INSTITUTIONS	OTHER	TOTAL
			CENTERS	COMM.	COL./N.M.C.				
VOCATIONAL EDUCATION PROGRAMS	T	5,424,975	5,260,349	876,633	262,602	206,906	140,421	12,171,886	
	F	63,693	878,018	-0-	1,000	-0-	-0-	942,711	
	FC	-0-	-0-	-0-	-0-	-0-	-0-	-0-	
	S	1,223,642	4,382,331	754,313	-0-	206,906	140,421	6,707,613	
	L	4,137,640	-0-	122,320	261,602	-0-	-0-	4,521,562	
ENERGY EDUCATION	T								
	F								
	FC								
	S								
	L								
HANDICAPPED	T	19,652			11,060	100,000	204,350	335,062	
	F	9,826			5,530	50,000	102,175	167,531	
	FC	-0-			-0-	-0-	-0-	-0-	
	S	9,826			-0-	50,000	-0-	59,826	
	L	-0-			5,530	-0-	102,175	107,705	
DISADVANTAGED	T	97,656			18,100	17,100	537,266	670,122	
	F	48,828			9,050	8,550	268,633	335,061	
	FC	-0-			-0-	-0-	-0-	-0-	
	S	-0-			-0-	8,550	-0-	8,550	
	L	48,828			9,050	-0-	268,633	326,511	
CONSTRUCTION OF AREA SCHOOLS	T								
	F								
	FC								
	S								
	L								
TOTALS	T	5,542,283	5,260,349	876,633	291,762	324,006	882,037	13,177,070	
	F	122,347	878,018	-0-	15,580	58,550	370,808	1,445,303	
	FC	-0-	-0-	-0-	-0-	-0-	-0-	-0-	
	S	1,233,468	4,382,331	754,313	-0-	265,456	140,421	6,775,989	
	L	4,186,468	-0-	122,320	276,182	-0-	370,808	5,955,778	

T - Total

F - Federal

S - State

L - Local

FC - Federal Carryover

* Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

ITEMIZATION TABLE XVI SECTION 120

1979 Fiscal Year

A. Vocational Education Programs

1. Secondary

Federal	\$ 63,693	Transfer of state administration due to 40%/60% match
Federal Carryover	-0-	
State	1,223,642	
Local	4,137,640	
Total	<u>\$5,424,975</u>	Includes: \$247,472 General Fund 976,170 Foundation Support Local support for secondary vo-ed programs All Sources

2. Centers

Federal	\$ 878,018	15% required for postsecondary Sub Part 2 funds transfer remaining allocation transfer state administration
Federal Carryover	-0-	
State	4,382,331	
Local	-0-	
Total	<u>\$5,260,349</u>	Includes: \$314,119 483,200 3,607,039 147,358 All Sources

3. Community Colleges/Northern Montana College

Federal	-0-	65% General Fund for commercial colleges General Fund for NMC vo-ed
Federal carryover	-0-	
State	\$ 754,313	
Local	122,320	
Total	<u>\$ 876,633</u>	Includes: \$227,165 527,148 35% Local Sources All Sources

ITEMIZATION TABLE XVI SECTION 120

1979 Fiscal Year

4. Adult				
Federal	Federal	1,000	Displaced Homemakers	
Federal	Carryover	-0-		
State		-0-		
Local		\$ 261,602	Local support for adult vo-ed programs	
	Total	<u>\$ 262,602</u>	All Sources	
5. Institutions				
Federal	Federal	-0-		
Federal	Carryover	-0-		
State		\$ 206,906	General fund for institution vo-ed programs	
Local		-0-		
	Total	<u>\$ 206,906</u>	All Sources	
6. Other				
Federal	Federal	-0-		
Federal	Carryover	-0-		
State		\$ 140,421	General fund for firefighters	
Local		-0-		
	Total	<u>\$ 140,421</u>	All Sources	
B. Energy Education				
No programs projected for Fiscal Year 1979				
C. Handicapped				
1. Secondary				
Federal	Federal	9,826	Federal support for services for deaf and blind	
Federal	Carryover	-0-		

ITEMIZATION TABLE XVI SECTION 120

1979 Fiscal Year

State	9,826	State matching support for services for deaf and blind
Local	-0-	
Total	<u>\$ 19,652</u>	All sources

2. Centers

No programs projected at this time.

3. Community Colleges

No programs projected at this time.

4. Adult

Federal	\$ 5,530	Billings Pre-Vocational training
Federal carryover	-0-	
State	-0-	
Local	5,530	Local matching support for Billings Pre-Vocational training
Total	<u>\$ 11,060</u>	All sources

5. Institutions

Federal	\$ 50,000	Warm Springs vocational education program
Federal carryover	-0-	
State	50,000	State matching support for Warm Springs vocational education program
Local	-0-	
Total	<u>\$100,000</u>	All sources

6. Other

Federal	\$102,175	Unallocated funds
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ITEMIZATION TABLE XVI SECTION 120

1979 Fiscal Year

Federal carryover	-0-	
State	-0-	
Local	102,175	Local matching support for unallocated funds
Total	<u>\$204,350</u>	All sources

D. Disadvantaged

1. Secondary

Federal	\$ 48,828	Includes: \$ 7,450	Lodge Grass Vo-Ag program
		7,500	Helena unwed mothers office practice
		5,632	Helena unwed mothers consumer homemaking
		9,189	Whitehall occupational training
		15,078	Belgrade special needs awareness
		3,979	Limited English speaking

Federal carryover	-0-
State	-0-
Local	48,828
Total	<u>\$ 97,656</u>

Local matching support for programs listed above
All sources

2. Centers

No programs projected at this date.

3. Community Colleges

No programs projected at this date.

4. Adult

Federal	\$ 9,050
Federal carryover	-0-
State	-0-
Local	9,050
Total	<u>\$ 18,100</u>

Includes: \$ 4,550 Hot Springs business & office practice
4,500 Billings Job Seeking and Job Readiness

Local matching support for programs listed above
All sources

ITEMIZATION TABLE XVI SECTION 120

1979 Fiscal Year

5. Institutions

Federal			Mountain View business and office practice
Federal carryover	\$ 8,550		
State	-0-		
Local	8,550		State matching support for Mountain View business and office practice
	-0-		
Total	<u>\$ 17,100</u>		All sources

6. Other

Federal			Unallocated
Federal carryover	\$ 268,633		
State	-0-		
Local	-0-		
	268,633		Local matching support for unallocated funds
Total	<u>\$ 537,266</u>		All sources

. Construction

No programs projected at this time.

TABLE XI - SECTION 120 - FUNDING BY PURPOSE

FISCAL YEAR 1980

PURPOSE	SECONDARY	POSTSECONDARY		ADULT	INSTITUTIONS	OTHER *	TOTAL
		CENTERS	COMM. COL./N.M.C.				
VOCATIONAL EDUCATION PROGRAMS	T	6,029,766	929,231	278,298	219,320	148,846	13,115,041
	F	5,509,630		1,000			
	FC	346,807	586,086				933,893
	S	1,297,061	4,923,544				
	L	4,385,898	-0-	277,298	219,320	148,846	7,388,343
							4,792,855
ENERGY EDUCATION	T		40,000				40,000
	F		10,000				10,000
	FC						
	S		30,000				30,000
	L						
HANDICAPPED	T					345,112	345,112
	F					172,556	172,556
	FC						
	S						
	L					172,556	172,556
DISADVANTAGED	T	8,198				682,028	690,226
	F	4,099				341,014	345,113
	FC						
	S						
	L	4,099				341,014	345,113
CONSTRUCTION OF AREA SCHOOLS	T	4,000,000					4,000,000
	F						
	FC						
	S	2,000,000					2,000,000
	L	2,000,000					2,000,000
TOTALS	T	6,037,964	929,231	278,298	219,320	1,175,986	18,190,429
	F	350,906	596,086	1,000		513,570	1,461,562
	FC						
	S	1,297,061	6,953,544		219,320	148,846	9,418,343
	L	4,389,997	2,000,000	277,298		513,570	7,310,524

T - Total

F - Federal

S - State

L - Local

FC - Federal Carryover

* Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

TABLE XI - SECTION 120 - FUNDING BY PURPOSE

FISCAL YEAR 1981

PURPOSE	SECONDARY	POSTSECONDARY		ADULT	INSTITUTIONS	OTHER *	TOTAL
		CENTERS	COMM. COL./N.M.C.				
VOCATIONAL EDUCATION PROGRAMS	T	6,210,659	984,985	294,936	232,479	157,777	13,671,713
	F	357,211		1,000			960,131
	FC						
	S	1,335,973	847,546		232,479	157,777	7,762,732
	L	4,517,475	137,439	293,936			4,948,850
ENERGY EDUCATION	T	40,000					40,000
	F	10,000					10,000
	FC						
	S	30,000					30,000
	L						
HANDICAPPED	T						
	F					355,466	355,466
	FC					177,733	177,733
	S						
	L					177,733	177,733
DISADVANTAGED	T	8,444				702,488	710,932
	F	4,222				351,244	355,466
	FC						
	S						
	L	4,222				351,244	355,466
CONSTRUCTION OF AREA SCHOOLS	T						
	F						
	FC						
	S						
	L						
TOTALS	T	6,219,103	984,985	294,936	232,479	1,215,731	14,778,111
	F	361,433		1,000		528,977	1,503,330
	FC						
	S	1,335,973	847,546		232,479	157,777	7,792,732
	L	4,521,697	137,439	293,936		528,977	5,482,049

T - Total
F - Federal
L - Local

FC - Federal
S - State

Carryover

*

Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

TABLE XI - SECTION 120 - FUNDING BY PURPOSE

FISCAL YEAR 1982

PURPOSE	SECONDARY	POSTSECONDARY			ADULT	INSTITUTIONS	OTHER	TOTAL
		CENTERS	COMM.	COL./N. M. C.				
VOCATIONAL EDUCATION PROGRAMS	T	6,572,582		1,044,084	312,572	246,428	167,244	14,422,931
	F	367,927			1,000			978,654
	FC							
	S	1,416,131		898,399				
	L	4,788,524		145,685	311,572	246,428	167,244	8,198,496
ENERGY EDUCATION	T		40,000					40,000
	F		10,000					10,000
	FC							
	S		30,000					30,000
	L							
HANDICAPPED	T							
	F						366,130	366,130
	FC						183,065	183,065
	S							
	L						183,065	183,065
DISADVANTAGED	T							
	F	8,698					723,562	732,260
	FC	4,349					361,781	366,130
	S							
	L	4,349					361,781	366,130
CONSTRUCTION OF AREA SCHOOLS	T		4,000,000					4,000,000
	F							
	FC							
	S		2,000,000					2,000,000
	L		2,000,000					2,000,000
TOTALS	T	6,581,280	10,120,021	1,044,084	312,572	246,428	1,256,936	19,561,321
	F	372,276	619,727		1,000		544,846	1,537,849
	FC							
	S	1,416,131	7,500,294	898,399		246,428	167,244	10,228,496
	L	4,792,873	2,000,000	145,685	311,572		544,846	7,794,976

T - Total

FC - Federal

S - State

L - Local

* Other includes Firefighter School under Vocational Education Programs and unallocated funds under Disadvantaged and Handicapped.

TABLE XX STATE ADMINISTRATION
ALL SOURCES OF FUNDING

PURPOSE	Section 120 Sub Part 2 Regular	Section 120 Disadvantaged	Section 120 Handicapped	Section 120 Sex Bias	Section 130 Research	Section 130 Support Services	Total
STATE ADMINISTRATION FISCAL YEAR 1978	T 312,825	20,000	20,000	50,000	32,195	45,706	480,726
	F 182,825	10,000	10,000	50,000	25,000	45,706	323,531
	FC -0-	-0-	-0-	-0-	7,195	-0-	7,195
	S 130,000	10,000	10,000	-0-	-0-	-0-	150,000
	L -0-	-0-	-0-	-0-	-0-	-0-	-0-
STATE ADMINISTRATION FISCAL YEAR 1979	T 330,000			50,000		45,000	425,000
	F 180,000			50,000		45,000	275,000
	FC -0-			-0-		-0-	-0-
	S 150,000			-0-		-0-	150,000
	L -0-			-0-		-0-	-0-
STATE ADMINISTRATION FISCAL YEAR 1980	T 531,500			50,000		53,500	635,000
	F 214,000			50,000		53,500	317,500
	FC -0-			-0-		-0-	-0-
	S 317,500			-0-		-0-	317,500
	L			-0-		-0-	-0-
STATE ADMINISTRATION FISCAL YEAR 1981	T 554,000			50,000		56,000	660,000
	F 224,000			50,000		56,000	330,000
	FC -0-			-0-		-0-	-0-
	S 330,000			-0-		-0-	330,000
	L -0-			-0-		-0-	-0-
STATE ADMINISTRATION FISCAL YEAR 1982	T 596,300			50,000		60,700	707,000
	F 242,800			50,000		60,700	353,500
	FC -0-			-0-		-0-	-0-
	S 353,500			-0-		-0-	353,500
	L -0-			-0-		-0-	-0-
T - Total		F - Federal	FC - Federal Carryover	S - State	L - Local		

Table XX-A

STATE ADMINISTRATION BUDGET
By Function

	Fiscal Year 1978	Fiscal Year 1979	Fiscal Year 1980	Fiscal Year 1981	Fiscal Year 1982
State Administration of Programs	365,352	322,180	476,250	484,400	527,000
Data Collection and Analysis	33,651	31,441	60,000	64,000	67,000
Evaluation of Programs	38,458	33,140	45,000	47,500	50,000
Statewide Planning	43,265	38,239	53,000	60,100	63,000
TOTAL	480,726	425,000	635,000	660,000	707,000

CONSUMER AND HOMEMAKING EDUCATION GOALS AND FUNDING RATIONALE

The objectives of Consumer and Homemaking Education are to provide individuals at the secondary level with the skills they will need to create a quality family life and home environment for themselves and their families. The curriculum includes instruction in many different areas from Family Relationships, Child Development and Parenting Education on one side to Food and Nutrition, Clothing, Housing, Budgeting and other consumer responsibilities on the other.

The changing roles and work patterns of women and men in our society are being emphasized in Consumer and Homemaking Education classes through the concept of the dual role of the Homemaker - Wage Earner.

"Both husband and wife are working in nearly half of the nation's marriages. The concept of a family where the husband is the only breadwinner, the wife is a homemaker out of the labor force and there are children may be a useful one for illustrative purposes; but it does not represent the typical family of the mid-1970's."¹

This change is partially the result of monetary need with rates of inflation outstripping wage increases, and partially the result of shared parenting patterns where both parents combine child care and household duties with the world of work.² These changing patterns need to be stressed along with continued emphasis on traditional family relationships to adequately prepare Montana's students to make a choice among the various role patterns open to them.

Consumer and Homemaking Education instructors are witnessing an increasing proportion of male students enrolled in their classes.³ These increases are primarily due to instructors' efforts to broaden access to their classes through elimination of sex role stereotyping, as well as increased interest by male students to adequately prepare themselves to meet their non-vocational needs. Last year, over 27 percent of the students in Consumer and Homemaking classes were male in contrast to under 16 percent in the 1974-1975 academic year.⁴ This trend is expected to continue and will be taken into consideration in future planning efforts.

The need continues for enrichment classes covering all areas of Consumer and Homemaking: Child Development, Family Relations, Food and Nutrition, Clothing and Textiles, Housing and Home Furnishings, Use of Leisure Time, and Consumer Education.

Parenting classes need to be provided for increasing numbers of both males and females at the secondary level. There were 2,494 teenage females who became married in 1975 with the highest number - 962 - marrying at age eighteen. In the same year, 1,032 teenage males became married with the highest number - 551 - marrying at age nineteen. In 1975, there were 1,403 children born to married parents under the age of twenty.⁵

1. U. S. Department of Labor, Great Falls Tribune 8 March 1977.

2. W. H. Chafe, The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1970. (New York: Oxford University Press, 1972)

3. Office of Public Instruction enrollment reports 1973 to 1977.

4. Ibid.

5. 1975 Unpublished Reference Tables, Bureau of Records and Statistics, State Department of Health and Environmental Sciences.

In addition, 646 children were born out of wedlock to mothers between the ages of 13 and 19,⁶ and over one-third of all abortions involved women between the ages of 15 and 19.⁷ Statistics as to the number of teenagers in Montana who gave birth to children out-of-wedlock and who chose to keep their children are not available. However, a national study completed in 1971⁸ indicates that,

"Among those teenagers who give birth out-of-wedlock, 87 percent keep the child, 5 percent send the baby to live with others and 8 percent give the infant up for adoption."⁹

Using this 87 percent figure, 562 teenagers who gave birth to children in Montana during 1975 would be expected to keep their children. Therefore, if the number of teenagers who became married is combined with the number of teenagers who gave birth in and out of the confines of marriage, some 5,575 are determined to be in need of Parenting Education classes using 1975 statistics alone. A survey will be conducted by the Consultant for Home Economics Education in fiscal year 1978 to determine the number of teenage parents and married students enrolled at the secondary level in Montana.

The incidence of reporting child abuse cases is on the increase in Montana. On February 8, 1977, 935 children were reported to be in foster care for protective services.¹⁰ This figure does not include Indian children whose foster care is paid from Tribal or BIA funds.

"The 1975 Montana divorce rate is the highest since divorce registration began in 1944...Almost half of the marital dissolutions involved persons 20 to 29 years old."¹¹

For all of the above reasons, Parenting and Family Relationship classes are considered to be a priority in the development of new Consumer and Homemaking programs. Emphasis will also be placed on improving and strengthening the regular all-day secondary program, individual program evaluation, and on in-service workshops for all Home Economics teachers in curriculum and program development.

Cooperative efforts will be made by instructors in Consumer and Homemaking, Business and Office, Distributive Education, Social Studies and Agriculture Education to develop Consumer Education classes at the secondary level contingent upon sufficient funding being available from local, state and federal sources.

6. 1975 Montana Vital Statistics, Bureau of Records and Statistics, State Department of Health and Environmental Sciences p. 16.

7. Ibid p. 53.

8. M. Zelnik and J. F. Kantner, "The Resolution of Teenage First Pregnancies," Family Planning Perspectives, 6:74, 1974.

9. Eleven Million Teenagers (Alan Guttmacher Institute Research and Development Division of Planned Parenthood Federation of America, 1976 p. 11.

10. Microdata Sampling System, Department of Social and Rehabilitation Services, Feb. 8, 1977.

11. 1975 Montana Vital Statistics p. 58.

The Consultant for Home Economics is coordinating two efforts to assure the continuing quality of training programs in this area. Criteria for the approval of programs is revised each year to include any changes in emphasis and scope. Quality standards are now being developed and will be disseminated in the near future. They will act as guidelines for local programs and will outline teacher qualifications, local advisory council responsibilities, budgetary needs, facilities and equipment preferable for training, materials, curriculum needs, student organizational functions, instructional goals, and evaluation criteria.¹² Each program will be evaluated by an outside team within the next five years, along with a self-evaluation to be completed every year by program personnel.

Future Homemakers of America is the national and state vocational education organization for students in Home Economics and Home Economics Related Occupations. There are two types of chapters serving members' needs: F. H. A. chapters for students in Consumer-Homemaking and HERO chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to,

"Emphasize consumer, home and family life education; explore job and career opportunities in home economics. They can provide students with a variety of opportunities to develop their leadership potential while focusing on the aspects, skills, and theory within the curriculum."¹³

Activities of Montana F. H. A. chapters range from community projects to aid the elderly to "Wanted: Healthy Babies" workshops where facts regarding birth defects, their causes and prevention are provided. Vocational educators will continue to provide support and coordination between classroom and F. H. A. activities in Montana.

12. "Elements of Quality Vocational Education Programs - Vocational Home Economics," Office of Public Instruction.

13. HERO Chapter, Basics of Organizing, Future Homemakers of America.

TABLE XVI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1978 Consumer Homemaking

O.E. CODE AND PROGRAM	PROGRAM LEVEL I	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0101 Comprehensive Homemaking	Secondary Centers Colleges Adult	104	6,350	155,895.00	-0-	1,895,279.82
09.0103 Clothing & Textiles	Secondary Centers Colleges Adult	10	1,205	-0-	-0-	50,544.92
09.0104 Consumer Education	Secondary Centers Colleges Adult	2	98	-0-	-0-	4,110.70
09.0107 Food & Nutrition	Secondary Centers Colleges Adult	4	243	-0-	-0-	10,192.88
09.0109 Housing & Home Furnishings	Secondary Centers Colleges Adult	1	88	-0-	-0-	3,691.25
09.0199 Other	Secondary Centers Colleges Adult			-0-	4,729.46	769.92
	Secondary Centers Colleges Adult					

DATE:
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

219

Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

TABLE XVI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1979 Consumer Homemaking

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0101 Comprehensive Homemaking	Secondary	104	6,477	160,571.85	-0-	2,008,996.60
	Centers					
	Colleges					
	Adult					
09.0103 Clothing & Textiles	Secondary					
	Centers					
	Colleges					
	Adult	10	1,205	-0-	-0-	53,577.61
09.0104 Consumer Education	Secondary					
	Centers					
	Colleges					
	Adult	2	98	-0-	-0-	4,357.34
09.0107 Food & Nutrition	Secondary					
	Centers					
	Colleges					
	Adult	4	243	-0-	-0-	10,804.45
09.0109 Housing & Home Furnishings	Secondary					
	Centers					
	Colleges					
	Adult	1	88	-0-	-0-	3,912.72
09.0199 Other	Secondary					
	Centers					
	Colleges					
	Adult			-0-	5,013.22	816.11
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

DATE:
SOURCE OF DATA:
Office of Public Instruction
Enrollment Figures

C - indicates number of students enrolled in Cooperative Programs

TABLE XVI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1980 Consumer Homemaking

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0101 Comprehensive Homemaking	Secondary Centers	104	6,607	165,389.00	-0-	2,129,536.39
	Colleges					
	Adult					
	Secondary Centers					
09.0103 Clothing & Textiles	Colleges					
	Adult	10	1,205	-0-	-0-	56,792.26
	Secondary Centers					
	Colleges					
09.0104 Consumer Education	Adult	2	98	-0-	-0-	4,618.78
	Secondary Centers					
	Colleges					
	Adult					
09.0107 Food & Nutrition	Secondary Centers					
	Colleges					
	Adult	4	243	-0-	-0-	11,452.71
	Secondary Centers					
09.0109 Housing & Home Furnishings	Colleges					
	Adult	1	88	-0-	-0-	4,147.48
	Secondary Centers					
	Colleges					
09.0199 Other	Adult			-0-		865.07
	Secondary Centers					
	Colleges					
	Adult					

Under Program Level,
Center includes 5 postsecondary vocational technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

DATE :
SOURCE OF DATA :
Office of Public Instruction
Enrollment Figures

TABLE XVI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1981 Consumer Homemaking

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0101 Comprehensive Homemaking	Secondary	104	6,607	170,350.67	-0-	2,257,308.57
	Centers					
	Colleges					
	Adult					
09.0103 Clothing & Textiles	Secondary					
	Centers					
	Colleges					
	Adult	10	1,205	-0-	-0-	60,199.79
09.0104 Consumer Education	Secondary					
	Centers					
	Colleges					
	Adult	2	98	-0-	-0-	4,895.90
09.0107 Food & Nutrition	Secondary					
	Centers					
	Colleges					
	Adult	4	243	-0-	-0-	12,139.87
09.0109 Housing & Home Furnishings	Secondary					
	Centers					
	Colleges					
	Adult	1	88	-0-	-0-	4,396.32
09.0199 Other	Secondary					
	Centers					
	Colleges			-0-	5,632.85	916.97
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

TABLE XVI FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

FY 1982 Consumer Homemaking

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
09.0101 Comprehensive Homemaking	Secondary Centers	105	6,874	175,461.19	-0-	2,392,747.08
	Colleges					
	Adult					
	Secondary Centers					
09.0103 Clothing & Textiles	Colleges					
	Adult	10	1,205	-0-	-0-	63,811.77
	Secondary Centers					
	Colleges					
09.0104 Consumer Education	Adult	2	98	-0-	-0-	5,189.65
	Secondary Centers					
	Colleges					
	Adult					
09.0107 Food & Nutrition	Secondary Centers					
	Colleges					
	Adult	4	243	-0-	-0-	12,868.26
	Secondary Centers					
09.0109 Housing & Home Furnishings	Colleges					
	Adult	1	88	-0-	-0-	4,660.09
	Secondary Centers					
	Colleges					
09.0199 Other	Adult			-0-	5,970.82	971.98
	Secondary Centers					
	Colleges					
	Adult					

Under Program Level, Center includes 5 postsecondary vocational technical centers. SOURCE OF DATA: Office of Public Instruction

Colleges includes three community colleges and Northern Montana College. Enrollment Figures

Adult includes vocational training, retraining, upgrading and apprenticeship programs.

- indicates number of students enrolled in Cooperative Programs

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit

Funds made available to Montana under Section 130 of P. L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement involving:

- (1) Applied research and development in vocational education;
- (2) Experimental, developmental, and pilot programs and projects designed to test the effectiveness of research fundings;
- (3) Improved curriculum materials for presently funded programs in vocational education;
- (4) Projects in the development of new careers and occupations; and
- (5) Dissemination of the results of such contracts.

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental, developmental, and pilot programs. The data requirements specified by P. L. 94-482 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordinating Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

The need for reliable manpower data continues to be a priority item for Montana. The currently funded cooperative project between the Office of Public Instruction, the Governor's Employment and Training Council, and Montana Bureau of Labor Statistics will continue to receive funding at least through fiscal year 1978. Funding beyond 1978 will be contingent upon whether the National Occupational Information Coordinating Committee assumes the cost of this activity or whether the state must pay the cost of implementing the NOICC system.

Exemplary programs which meet the criterion of P. L. 94-482 and are beginning their second year of implementation will continue to be eligible to receive funding for the second and third years of the projects, contingent upon valid applications and each year's evaluation. Minimal funds will become available in fiscal year 1979 and will provide for one or two new exemplary programs. In fiscal years 1980, 1981, and 1982, funds will be reserved for use in implementing special programs to provide counseling services to displaced homemakers, single heads of households and workers as identified in Section 120 (b) (L). (Refer to Counseling Needs Research Project.) This program will be contingent upon the results of a survey that indicates the target population areas of need. Other exemplary funds not allocated to provide assistance to the previously mentioned group will be allocated to local educational agencies based upon local applications. Montana's priority in the use of remaining exemplary funds will be to develop and to implement training opportunities for persons in the sparsely populated rural areas which predominate within the state.

The development and dissemination of curricula materials will receive funding during the five year planning period. The existing liaison with the North-west Curriculum Management Center, a part of the National Network for Curriculum

Coordination, will continue to provide the bulk of curricula materials utilized within the State. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all coop teachers in the State.

Support Services

Funds designated under Sub Part 3, Support Services, will be reflected in Section 130 and will be directed to providing special services to the various categories from which the funding was derived. Priority in the utilization of these funds will be to provide evaluation, remediation and guidance and counseling programs and services.

Contract Requirements

The Research Coordinating Unit will not enter into any contract with any applicant unless the applicant can demonstrate a reasonable probability that the project will result in improved teaching techniques, or curriculum materials that will be used in a substantial number of classrooms, or other learning situations within five years after the termination date of such contracts.

Dissemination of Results

The Research Coordinating Unit will disseminate the results of program improvement activities by including descriptions of programs and activities which have shown promise in Montana Schools. Montana Schools is a monthly publication of the Office of Public Instruction and is disseminated to all teachers and administrators within the state. Further dissemination activities will include formal presentations of projects to interested parties at scheduled professional meetings and workshops held within the State, and reproduction and dissemination to local educational agencies of materials developed. Materials developed through Section 130 funds will also be distributed to Research Coordinating Units in other states.

Use of Funds for Research Programs

From the funds provided to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

- (1) Applied research and development in vocational education;
- (2) Experimental, developmental and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
- (3) Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national origins;
- (4) Projects in the development of new careers and occupations such as:
 - A. Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal

services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;

- B. Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons to prepare professionals (including administrators) to work effectively with aides; and
 - C. Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and
- (5) Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

Use of Funds for Exemplary and Innovative Programs

From the funds provided to the Research Coordinating Unit, monies will be set aside for:

- (1) Programs to develop high quality vocational education programs for urban centers with high concentrations of:
 - (A) Economically disadvantaged individuals;
 - (B) Unskilled workers; and
 - (C) Unemployed individuals.
- (2) Programs to develop training opportunities for:
 - (A) Persons in sparsely populated rural areas; and
 - (B) Individuals migrating from farms to urban areas.
- (3) Programs of effective vocational education for persons of limited English-speaking ability;
- (4) Establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and
- (5) Programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include:
 - (A) Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and

- (B) Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.
- (6) Dissemination of the results of these contracts, including employment of persons to act as disseminators, on a local level, of these results.

Use of Funds for Curriculum Development Programs

Funds made available for the Research Coordinating Unit for curriculum development programs will be expended for:

- (1) Development and dissemination of vocational education curriculum materials for new and changing occupational fields;
- (2) Development and dissemination of vocational education curriculum materials for:
 - (A) Handicapped persons;
 - (B) Disadvantaged persons (other than handicapped persons);
 - (C) Persons of limited English-speaking ability;
- (3) Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational educational programs;
- (4) Support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; and
- (5) Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

Submittal of Applications

Two (2) copies of the application will be submitted to the Research Coordinating Unit for transmittal with recommendations to the State Board. Applications will contain the following information.

- (1) Statement of the nature, need, purpose and objectives of the project and its relation and contribution to vocational education.
- (2) Description of previous research findings relative to the project.
- (3) Description of the activities including the method to be used in analyzing data.
- (4) Description of the population or sample to be served or used.
- (5) Duration of the project and time schedule and sequence of project activities.
- (6) Names and qualifications of personnel.
- (7) Description of facilities.
- (8) Description of the methods for evaluating the project.
- (9) If the application is approved, the applicant will be so notified by letter from the Director of the Research Coordinating Unit.
- (10) Applications which need revision or clarification, as determined by the Research Coordinating Unit or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.

- (11) The applicant may revise and resubmit the application to the Director of the Research Coordinating Unit.
- (12) State staff will review each revised application, and it will be resubmitted to the State Board with a recommendation from the Director of the Research Coordinating Unit that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.
- (13) Final action by the State Board will be reported to the applicant by a letter from the Director of the Research Coordinating Unit. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

Notification to Commissioner and the National Center for Research in Vocational Education

Within 30 calendar days after approval of the project by the State Board, the Research Coordinating Unit will transmit to the U. S. Commissioner of Education and the National Center for Research in Vocational Education two copies of an abstract of each approved project for program improvement, containing the source and amount of funds obligated for each project. Further, within three months of the ending date of the project, the Research Coordinating Unit will transmit two copies of the final report to the Commission and the N.C.R.V.E.

COUNSELING NEEDS RESEARCH PROJECT

The following project is designed to provide support services to women to enable them to take full advantage of vocational education programs in Montana. Efforts will be made by several groups in planning and implementing a system of vocational counseling to meet the special employment related needs of women. As a first step, the Office of Public Instruction has determined that it is necessary to assess the vocational counseling needs of women.

The Division of Planning, Development and Evaluation for School/Community will provide technical assistance in the design, implementation and analysis of the results of a research survey.

A Research Panel will be formed at the outset to provide input and coordination with existing services. The Human Potential Consultant in the Department of Vocational and Occupational Services will work with the Planning Division and the Research Panel to provide leadership and technical assistance through a five year period of program development.

The Research Panel will consist of 20 representatives from the following types of groups:

1. Focus on Women - Bozeman
2. YWCA - Missoula
3. Women's Center - Missoula
4. Women's Bureau of the Department of Labor
5. Montana State Low Income Organization
6. WIN or CEP
7. Vocational Technical Center Placement Officer
8. Manpower Training Council
9. Vocational Education Program Consultant/Home Economics
10. Equal Learning Opportunities Program/Office of Public Instruction
11. Employment Security Division
12. YMCA Women's Center - Butte
13. Assertiveness Training Program
14. Agency on Aging
15. Adult Education
16. Native American Women
17. Public Member - Displaced Homemaker
18. Public Member - Displaced Homemaker
19. Public Member - Non-traditional worker
20. Public Member - Non-traditional worker

Many of the groups listed above are currently attempting to meet the special counseling needs of women in Montana. It is imperative that they be involved to assure coordination.

An "Awareness Campaign" will be conducted to identify appropriate participants for the research survey. Various methods of public education will be employed to reach prospective participants such as radio, television and newspaper public service announcements. To identify participants, access to the "state-hotline" will be granted and lists will thus be compiled. After the lists are complete, a survey will be mailed to each. The survey will seek to determine:

1. Identity of individuals in need of vocational counseling services;
2. Effective means of outreach to those individuals;
3. Types of vocational counseling services perceived to be needed;
4. Methods for providing these vocational counseling services;
5. Tentative sites where services might most effectively be offered;
and
6. Factors to be used in evaluating the effectiveness of delivery of those services.

The Research Panel will be expected to meet three times during the first year to design an awareness campaign, respond to the survey instrument, and verify the analysis of the results of the survey.

During the second year, the Panel will also meet on three occasions. At the first meeting, the Panel will divide into subcommittees to address specific areas of need identified through analysis of the survey. For the second meeting, the panel will meet as a whole to design a counseling service system. The panel will spend the third meeting reviewing potential sites and agreements for the delivery of vocational counseling services.

During the third and fourth years, the Panel will meet one time each year to review the operation of the vocational counseling system. Finally, the Panel will meet twice during the fifth year - once to review the operation of the system and once to review an evaluation report on the system.

The development and operation of the vocational counseling system is structured along a five year timeline in Table XVII. This was done to visually portray the various phases involved in the research, design, implementation, operation, and evaluation of those services.

Although services will not actually begin to be delivered to clients until fiscal year 1980, it is believed that this system of development represents Montana's best attempt to meet the vocational counseling needs of this new and important constituency.

It is important to note that funds for the implementation of this system of counseling services are contingent upon adequate funding of vocational education by local, state and national sources.

TABLE XXII TIMELINE FOR DEVELOPING SUPPORT SERVICES

	FY	78	FY	79	FY	80	FY	81	FY	82
1. Plan for and organize the Research Panel Meetings. (X)	X	X X	X	X X		X		X	X	X
2. Design, Implementation and Analysis of Research Survey.		→								
3. Design a system of vocational counseling services.		→		→						
4. Make agreements with institutional sites where services will be offered.			→							
5. Recruit counselors to be employed starting October 1, 1980.				→						
6. Provide orientation and training to counselors regarding special needs of potential recipients of services.					→					
7. Accomplish effective outreach methods as identified through research survey to recruit clients.										→
8. Operate system of counseling services.										→
9. Supervise counselors and provide technical assistance to them.										→
10. Evaluate delivery and effectiveness of vocational counseling services.						→				→
11. Establish and maintain contact with state and national groups who are providing related services.										→
12. Attempt to provide for the continuing operation of vocational counseling system.										→

VOCATIONAL GUIDANCE GOALS AND RATIONALE

The Department of Vocational and Occupational Services of the Office of Public Instruction has identified the following components as those which comprise a quality system of vocational guidance and counseling. These components include the facilitation of student self-awareness as to interests, abilities, aptitudes, aspirations and values; provision of specific and relevant information about the world of work; development of decision-making skills by which to narrow career options to an occupational choice; identification of sources of financial aid; and follow-up studies as to student educational and vocational placement.

Efforts will be made to provide career planning materials to counselors in Fiscal Year 1978; to develop and disseminate an up-to-date statewide occupational information system during the five year planning period; and to provide minimal in-service training on the basics of vocational guidance on a regional basis in 1979.

Beginning in 1980, it is anticipated that funding will be available to provide in-depth training for counselors. This training will emphasize student self-awareness, assessment, decision-making and employability skills and will be offered through University level extension courses and short-term workshops. Along with training, other ongoing efforts will continue, such as providing occupational information and resource materials.

Also beginning in 1980, contingent upon sufficient funding levels, a directory of postsecondary occupational training opportunities in Montana will be disseminated; a circulating library of resource materials will be implemented; and scoring for Differential Aptitude Tests will be partly funded.

Counselors at the secondary level have identified sources of financial aid available to students, and should be prepared to refer students to the appropriate source.

Follow-up studies of secondary level students will be accomplished through the complete Management Information System now being developed by the Department of Vocational and Occupational Services of the Office of Public Instruction. Planning efforts in the area of guidance and counseling will be greatly facilitated when educational and vocational placement information is known.

Counselors in the postsecondary vocational technical centers currently offer the following types of guidance services:

1. Conduct initial student intake by telephone, correspondence, or in person;
2. Provide information on occupational options to better assist the student in making logical, realistic choices;
3. Counsel prospective students regarding career goals, career planning, and occupational choice;
4. Assess and evaluate, by various methods, the ability of prospective students to benefit from their proposed course in instruction;
5. Interpret individual test scores as necessary;
6. If students are found to be deficient in any area necessary to succeed in the program, counselors will make appropriate referrals to remediate the deficiency;

7. Inform students as to school policies, application procedures, financial aid programs available, etc.;
8. Encourage students to visit the institution, to meet with instructors and counselors before final acceptance into a program;
9. Register and assist in scheduling all vocational students;
10. Consult with teachers to better assist all students to benefit from the programs in which they are enrolled;
11. Provide individual and group counseling as appropriate with regard to occupational, education, personal and social problems;
12. Counsel and/or refer students with immediate needs (i.e., legal, financial, health, child care);
13. Coordinate services with appropriate state and federal agencies; (i.e., Vocational Rehabilitation, CETA, etc.);
14. Assist other staff (teachers, placement personnel) in counseling students as to employability skills such as job application procedures;
15. Assist in placement services for graduates;
16. Coordinate program evaluation and follow-up activities; and
17. Make high school visitations to provide information on programs, availability of training opportunities in Montana and materials needed for entry into school.

These services are expected to continue to be provided to students during the five year planning period.

Montana will provide guidance counselors with information, training and materials which reflect changing work patterns and nontraditional occupational trends during the five year planning period. This effort will be coordinated with the activities of the Human Potential Development Consultants who will be employed at the beginning of Fiscal Year 1978.

VOCATIONAL EDUCATION PERSONNEL TRAINING

A. Nature and Purpose of Vocational Teacher-Education Programs.

Authorization is given under Section 103 and Section 135 of the Vocational Education Amendments of 1976--Public Law 94-482 to provide for "Vocational Education Personnel Training."

B. Section 135--Vocational Education Personnel Training.

- (a) Funds available to the States under Section 130(a) may be used to support programs or projects designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel, including programs or projects--
 - (1) to train or retrain teachers, and supervisors and trainers of teachers, in vocational education in new and emerging occupations;
 - (2) which provide in-service training for vocational education teachers and other staff members, to improve the quality of instruction, supervision and administration of vocational education programs, and to overcome sex bias in vocational education programs;
 - (3) which provide for exchange of vocational education teachers and other personnel with skilled workers or supervisors in business and industry, and agriculture (including mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange), and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education and of experience in commercial, industrial, or other public or private employment related to the subject matter taught in such school;
 - (4) to prepare journeymen in the skilled trades or occupations for teaching positions;
 - (5) to train and to provide in-service training for teachers and supervisors and trainers of teachers in vocational education to improve the quality of instruction, supervision, and administration of vocational education for persons with limited English-speaking ability and to train or retrain counseling and guidance personnel to meet the special needs of persons with limited English-speaking ability; and
 - (6) which provide short-term or regular-session institutes designed to improve the qualifications of persons entering or reentering the field of vocational education in new and emerging occupational areas in which there is a need for such personnel.

- (b) The State may include in the terms of any grant or contract under this section provisions authorizing the payment, to persons participating in the training programs supported under this section, of such stipends (including allowances for subsistence and other expenses for such persons and their dependents) as the Commissioner may determine, pursuant to regulations, consistent with prevailing practices under comparable programs.

The Board of Public Education shall contract as needed with any agency, organization or individual necessary to implement personnel preparation programs to provide competent vocational education personnel at all educational levels. Appropriate leadership in generating and coordinating resources for professional development of vocational education personnel is provided through the position of Vocational Education Professional Development Consultant. The consultant is on the staff of the Superintendent of Public Instruction and is responsible for coordination of the state system for professional development, for the evaluation of professional development programs funded or administered by the Superintendent of Public Instruction, and coordinating all professional development activities with the Manager of the Division of Affirmative Action and the Human Potential Development Consultant.

DETERMINATION OF PERSONNEL PREPARATION AND DEVELOPMENT PRIORITIES

Annual Review of Priorities

To determine the validity of the priorities established for the vocational education professional development program and to revise those priorities, staff of the State Superintendent will conduct annually a needs survey of a sampling of vocational education teachers and administrators, and in cooperation with vocational teacher education institutions and the vocational education professional development advisory committee will review and restate the priorities annually. This annual review will consist of the following procedures.

- A. Comparison of existing statement of priorities for state professional development with newer statements from federal and regional sources--especially those from the National Center for Research in Vocational Education;
- B. Comparison of existing statements of priorities for state professional development with the needs indicated by vocational educators, business, vocational teacher-educators, labor, and industry in the state;
- C. Long-range goals and objectives as set for teacher education in the State Plan;
- D. Review of Vocational Education Professional Development project evaluation reports;
- E. Review of progress toward meeting established priority training needs;
- F. Reexamination of existing priorities in light of newer federal, regional and state priorities, project evaluations, changing

labor market demand, and progress toward meeting objectives established for existing priorities; and

G. Restatement of priorities.

VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT

Members of the Vocational Education Professional Development Advisory Committee shall be appointed by the Superintendent of Public Instruction.

The purpose of the advisory committee is to assist the Superintendent of Public Instruction in screening the need survey; advising in the establishing of long- and short-range goals and priorities; and development of the vocational education professional development section of the State Plan for Vocational Education.

The composition of the committee shall include one representative each from Montana State University, the University of Montana, and Northern Montana College teacher preparation departments, one member of the Board of Public Education, one member of the Advisory Council for Vocational Education, the Administrators of Vocational and Occupational Services, one member of the Superintendent's staff from another department, two representatives from business and industry, and one member of the Montana Vocational Education Planning Council.

These members shall be appointed for a two-year term. Terms shall be staggered so that two members are appointed each year. The Administrators of Vocational and Occupational Services and the Vocational Education Professional Development Consultant serve as ad hoc members.

PROCEDURE FOR PRESERVICE TRAINING

A. Proposal for Funding of Teacher Education Programs

Form 6242-023001-3/77 (included in Appendix L) as developed by Vocational and Occupational Services, Office of Public Instruction, will be the basic proposal format to be utilized for "Teacher Training" programs. Appropriate alterations to the "Estimated Budget" as currently constructed would be developed so as to correlate with the planned activities.

B. Basis for Funding Teacher-Education Programs

Funding of Teacher-Education Programs is based on the concept of "Excess Program Costs." Excess program costs would relate to those "Planned Activities" necessary to the operation of a Vocational Teacher Education Program. Funding will be approved only for professional courses and activities that are required for teacher trainees. Basic skill courses and administrative time will not be approved. Information is to be provided on the project proposal which includes each instructor's teaching/supervising/administrative schedule and a statement of the percentage of the schedule that directly involves duties in teacher training. Funding of Vocational Teacher Education Programs is related to the following:

C. Priorities for Teacher Education Activities

- a. Supervision of Student Teachers by Department Personnel
- b. In-service/First-year teacher follow-up
- c. Curriculum development
- d. Preservice and in-service relating to student organizations
- e. Support of student activities
- f. Involvement in program evaluations
- g. Attendance of/at professional, student organization and Office of Public Instruction conferences (local, state, regional, national)
- h. Purchases of audio-visual equipment, teaching supplies, etc. that improve the teacher education program
- i. Major equipment purchases
- j. Instructional equipment maintenance and repair
- k. Contracted and/or consulting service

D. Approval of Proposal

Project proposals will be reviewed by the Vocational Services Department staff. Since the original proposal and tentative budget have already been approved by the Board of Public Education, further action is limited to acceptance of activities in the proposal by the appropriate area consultant after clarification of any questions that may have arisen during review of the project.

E. Amounts of Funding for Each Vocational Teacher Education Program is Determined By;

1. Total set aside for teacher-education programs in Montana
2. Total approved budgets of all vocational teacher-education in Montana
3. $\frac{\text{Set aside for Teacher-Education Programs}}{\text{Total approved budgets of all Teacher-Education programs}} = \%$
4. Percent derived from No. 3 above applied to approved budget for each Vocational Teacher-Education Program

IN-SERVICE

Funded in-service activities will receive no direct support during the planning period. Projects conducted during FY 1978 will be supported by Education Personnel Development Act funds. This funding source will be discontinued after FY 1978 and the cost of future in-service will necessarily have to be continued under Section 135, Teacher Training funds, or be absorbed within the operational budgets of other programs and services. Montana recognizes the need for continuing in-service programs, but lack of available funds prohibit direct support to all but teacher preparation programs at this time. In-service will, however, continue to be a priority for state staff and continue to receive support through state administration funds. In-service programs will be offered by staff consultants in all occupational areas for all years of the planning cycle and additional programs will be provided by the University System. Should significant new monies become available during the five year planning period, direct allocation to in-service activities will become a state priority.

FIGURE 18

TIMELINE FOR VOCATIONAL GUIDANCE INSERVICE TRAINING

ACTIVITIES	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
1) <u>Dissemination of career planning materials</u>					
A. Up-to-date statewide career information system					
B. Career Planning Package					
2) <u>Basic training in vocational guidance</u>					
A. Overview of labor market needs in Montana					
B. Employer expectations of entry-level employees					
C. Utilization of basic career information that is available					
D. Basic information on student assessment tools relevant to occupational choice					
3) <u>Training in occupational information</u>					
A. Types of information available					
B. Sources of information					
C. Examination of information for sex role-stereotyping					
D. Sources and uses of labor market data					
E. Development of systems for the use and dissemination of occupational information					
F. Use of resources within the community as sources of job information					
G. Job analysis and its use in vocational counseling					




ACTIVITIES	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
4) <u>Training in assessment related to occupational choice</u>	A. Administration and interpretation of vocational aptitude tests, proficiency tests, and interest inventories B. Examination of tests for sex role-stereotyping and relevancy to occupational choice C. Development of occupational exploration assessment tools other than tests D. Relating assessment to occupational choice E. Relating skills acquired through experience to occupational requirements				
5) <u>Training in conducting decision-making skills workshops or groups</u>					
6) <u>Training in conducting employability workshops for students</u>	A. Application procedures B. Interviewing techniques C. Employer expectations of entry-level employees				

Table XXIII

FIVE YEAR GOALS FOR MEETING PERSONNEL DEVELOPMENT NEEDS

Program		Number of Programs By Fiscal Year				Preservice Enrollment				Inservice Enrollment						
OE Code	Title	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982
Personnel Development Total		10	10	10	10	10	144	149	146	145	145	210	224	211	203	213
01.0000	Agri/Agribusiness	1	1	1	1	1	14	13	15	13	14	25	25	30	30	20
04.0000	Distributive Educa.	1	1	1	1	1	12	12	13	14	16	20	20	15	20	15
07.0000	Health Occupations	0	0	0	0	0	0	0	0	0	0	10	9	0	0	12
09.0000	Home Economics	2	2	2	2	2	32	35	36	34	35	30	25	26	28	30
14.0000	Business and Office	3	3	3	3	3	40	40	38	41	40	30	30	35	25	36
16.0000	Technical	1	1	1	1	1	9	11	9	13	10	9	5	0	0	0
17.0000	Trade and Industrial	1	1	1	1	1	37	38	35	30	30	60	50	45	40	40
99.0100	Guidance	1	1	1	1	1	0	0	0	0	0	26	60	60	60	60

TABLE - SECTION 130 - FUNDING BY PURPOSE

Institution/ Agency	Activity	Program Section	BUDGETED														
			FY 1978			FY 1979			FY 1980			FY 1981			FY 1982		
			F	S	L	F	S	L	F	S	L	F	S	L	F	S	L
Office of Public Instruction	Counseling Needs Research Program	131	1,000	-0-	-0-	1,000	-0-	-0-	3,000	-0-	-0-	2,500	-0-	-0-	-0-	-0-	-0-
Office of Public Instruction	Development of Manage- ment Information	131	32,831	-0-	-0-	50,000	-0-	-0-	50,000	-0-	-0-	50,000	-0-	-0-	50,000	-0-	-0-
K-G High School	Model Office Simula- tion	132	2,979	-0-	933	2,105	-0-	2,105	-0-	-0-	-0-						
Valier High School	Community Resource Training	132	11,854	-0-	3,952	6,867	-0-	6,867	-0-	-0-	-0-						
Thompson Falls High School	Community Resource Training	132	11,928	-0-	3,976	8,326	-0-	8,326	-0-	-0-	-0-						
Troy High School	Community Resource Training	132	12,400	-0-	4,133	7,950	-0-	7,950	-0-	-0-	-0-						
Kalispell High School	Innovative Construction Program	132	6,857	-0-	2,285	4,845	-0-	4,845	-0-	-0-	-0-						
Office of Public Instruction	Special Counseling Services for Women	134	-0-	-0-	-0-	-0-	-0-	-0-	20,000	-0-	-0-	20,000	-0-	-0-	20,000	-0-	-0-
Bureau of Labor Statistics	Montana Occupational Statistics	132	19,000	20,000	-0-	-0-	-0-	-0-									
Bozeman High School	D.E. Instructional Materials Lab	133	2,500	-0-	-0-	3,000	-0-	-0-	3,000	-0-	-0-	3,500	-0-	-0-	3,500	-0-	-0-
Office of Public Instruction-Women's Advocate	LEA to be selected for demonstration project	133	-0-	-0-	-0-	-0-	-0-	-0-	5,000	-0-	5,000	5,000	-0-	5,000	5,000	-0-	5,000
Postsecondary Centers	Guidance Services	134	98,907	98,907	-0-	83,765	83,765	-0-	-0-	-0-	-0-						

TABLE XXV

PROJECTED ENROLLMENTS* SUPPORTED BY F.L. 94-482, 1978-1982

INSTRUCTIONAL PROGRAMS BY O.E.CODES	ACTUAL FY 1976		PROJECTED FY 78		PROJECTED FY 79		PROJECTED FY 80		PROJECTED FY 81		PROJECTED FY 82	
	Secondary	Centers	Secondary	Centers	Secondary	Centers	Secondary	Centers	Secondary	Centers	Secondary	Centers
1. Agriculture	4958	117	4615	115	4953	147	5158	133	5244	141	5300	153
4. Distributive Education	1187	164	1300	94	1380	103	1410	148	1470	159	1520	176
7.01 Health Occupations	67	675	145	506	205	556	280	611	290	611	325	619
9.01 Consumer Homemaking	9203		9667		9858		9992		10,190		10,395	
9.02 Wage Earning Home Economics	712		765	80	813	86	882	105	990	112	1068	120
4. Business and Office Education	1981	1261	1986	1254	1994	1254	1949	1276	1949	1296	1949	1296
6. Technical Education		64		147		147		167		167		167
7. Trades and Industry	5543	1212	5744	1137	5753	1151	6221	1152	6345	1165	6163	1176
9.01 Group Guidance	975			91	111	120						
9.02 Pre-Postsecondary				172		75						
9.03 Remedial			275	540	275	700	275		275		275	
9.06 Other NEC	193	138	363	500	345	500		500		500		500
TOTAL (UNDUPLICATED)	24,819	3631	24,860	4636	25,687	4839	26,167	4092	26,753	4151	26,995	4207
SPECIAL NEEDS: Disadvantaged	634	166	1,006	208	725	208	928	-0-	780	40	820	-0-
Handicapped	298	208	194	65	140	65	140	-0-	140	-0-	140	-0-
TOTAL SPECIAL NEEDS	932	374	1,200	273	865	373	1,068	-0-	920	40	960	-0-

243

* - Do not reflect eliminating all new programs for Fiscal Year 1978 and 1979 to recent budgetary reallocations.

TABLE XXI SUMMARY OF TOTAL ALLOCATIONS BY FUNDING SOURCE

1978		1979	1980	1981	1982
Section 120 (Subpart 2)	T 15,215,640	14,557,070	18,771,929 ^(b)	15,382,111	20,207,621
	F 1,675,303	1,675,303	1,725,562	1,777,330	1,830,649
	FC 236,230				
	S 7,385,488	6,923,989	9,735,843	8,122,732	10,581,996
	L 5,918,619	5,955,778	7,310,524	5,482,049	7,794,976
Section 130 (Subpart 3) Program Improvement & Support Services	T 1,080,502	1,074,226	966,030	1,010,749	1,057,765
	F 418,826	418,826	431,391	444,332	457,662
	FC 7,195				
	S 632,166	625,307	529,639	561,417	595,103
	L 22,315	30,093	5,000	5,000	5,000
Section 140 Special Disadvantaged	T 126,965	80,936	83,364	85,865	88,441
	F 80,936	80,936	83,364	85,865	88,441
	FC 46,029				
	S				
	L				
Section 150 Consumer & Homemaking	T 1,665,403	1,755,373	1,855,718	1,961,935	2,074,377
	F 165,895	165,895	170,871	175,997	181,277
	FC				
	S				
	L 1,499,508	1,589,478	1,684,847	1,785,938	1,893,097
Total Support for Vocational Education	T 18,088,510	17,467,769	21,677,041 ^(c)	18,410,290	23,428,197
	F 2,340,960	2,340,960	2,411,188	2,483,524	2,558,021
	FC 289,454				
	S 8,017,654	7,551,296	10,265,482	8,684,149	11,177,097
	L 7,440,442	7,575,513	9,000,371	7,272,987	9,693,077

(a) Includes \$2,125,000 for construction

(b) Includes \$4,000,000 for construction

(c) Includes \$4,000,000 for construction

I. ANNUAL PROGRAM PLAN

1. Description of funding distribution.

The funding distribution by school (Table XXVII), which follows, is a projection of the anticipated expenditure of local funds, and projected reimbursement to local educational agencies of state and federal vocational education funds for fiscal year 1978.

The figures expressed in this table should not be construed as a contract between the Board of Public Education and any other institution, but rather Montana's best effort to project available sources and amounts of funds available to local education agencies for the year.

The following table identifies the local education agency applying for and eligible to receive assistance, the various funding sources as identified by law, the total projected budget for the school, and the federal percentage of reimbursement for Sections 120 and 150 programs on the formula. All set-aside programs of federal support were excluded in arriving at the federal percentage of support to each district.

It is projected that in fiscal year 1978 formula, funding will be provided to 125 school districts in Montana. To demonstrate the effect of the formula in disbursing these funds, the following three (3) schools are offered as representation of the formula distribution of funds. It should be noted that data relating to program quality is unavailable at this time, but will become available and applied to formula calculations before the plan becomes effective in fiscal year 1978.

Bigfork High School, Bigfork, Montana

Bigfork is located in Flathead County which has been designated as economically depressed and has an unemployment rate of 11.5 percent compared to the state average unemployment rate of 7.0 percent. The county dropout rate is 6.9 percent compared to the state average dropout rate of 5.1 percent. The excess approved program costs are above the state average and resulted in 20 points being assigned. The federal share of Bigfork's vocational education budget for fiscal year 1978 is 5.9 percent.

Poplar High School, Poplar, Montana

The relative financial ability of Poplar falls in the midrange for schools in Montana. It is located in Roosevelt County which has an average dropout rate of 8.6 percent compared to the 5.1 percent state average dropout rate. Roosevelt has 18.1 percent of families with income below poverty level compared to a state average of 12.1 percent. The average unemployment rate for Roosevelt County is 6.1 compared to the state average of 7.0 percent. The federal share of Poplar's vocational education budget for fiscal year 1978 is 2.2 percent.

Granite High School, Phillipsburg, Montana

Phillipsburg is located in Granite County which has a higher than average unemployment rate but is not designated as an economically depressed area. Granite has a lower than average dropout rate and other formula factors computed to give Granite fewer points and a lower funding rate. The federal share of Granite High School's vocational education budget for fiscal year 1978 is 0.1 percent.

ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120** Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
BEAVERHEAD Beaverhead Co. H.S.	115.89				1,602.19	2,584.34	2,723.71	44,696.87	51,723.	2%
BIG HORN Hardin H.S.	180.53	C- 1,900.00	134- 7,036.50		129.70	4,929.44	4,243.41	88,377.42	106,797.	5.3%
Lodge Grass		C- 4,450.00 78-14,732.50				-0-		14,732.50	33,915.	
BLAINE Chinook H.S.	169.53				1,649.80	2,090.81	3,984.45	64,501.41	72,396.	2%
Harlem	89.77				263.67	2,180.15	2,109.94	21,386.47	26,030.	7.2%
Turner	245.49					748.77	5,769.45	21,632.29	28,396.	
BROADWATER Broadwater Co. H.S.	27.94				238.04	1,257.41	657.06	31,979.55	34,160.	3.5%
CARBON Red Lodge	97.87	78-16,312.00			289.92	3,084.75	2,300.67	56,636.79	78,722.	3.3%
Bridger	112.94					1,170.96	2,654.35	19,223.75	23,162.	3.3%
Joliet	56.13					1,136.15	1,319.32	19,905.40	22,417.	2.7%
Fromberg	46.83				358.58	1,632.26	1,100.85	35,715.48	38,854.	3.3%
Belfry	95.05					790.86	2,234.04	29,059.05	32,179.	2.6%

* D - Indicates Disadvantaged Project

H - Indicates Handicapped Project

E - Indicates Exemplary Project

C - Indicates Carry over monies

a - Not on Formula--90/10 depressed area

** Does not include Sec. 120 set-aside or Sec. 150 depressed areas (90/10)
Sec. 130 or Sec. 140 monies

ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
CASCADE Great Falls	1,594.90	78- 9,859.00			a- 9,552.40	52,727.99	37,466.69	635,079.83	746,280.	5.7%
Cascade	200.03				a-15,769.80	3,942.83	4,701.38	69,453.96	94,068.	5.9%
Centerville	56.63				175.17	1,273.90	1,331.60	48,778.70	51,616.	4.6%
Simms	110.25				329.59	4,918.29	2,591.35	53,291.55	61,241.	4.2%
Belt	99.73				939.95	2,928.85	2,344.12	52,549.35	58,862.	5%
Fort Benton	24.56				296.63	1,499.08	577.81	47,300.92	49,699.	2.8%
CHOUTEAU Big Sandy	37.77				159.60	1,599.23	877.95	47,449.45	50,134.	1.9%
CUSTER Custer Co. H.S.	269.65				975.59	6,898.61	6,338.24	113,057.91	127,540.	5.1%
DANIELS Scobey	65.67				48.56	2,578.57	1,545.65	60,797.46	65,036.	4.1%
DAWSON Richey	27.03					1,109.20	635.58	14,192.19	15,694.	3.3%
Dawson Co. H.S.	159.90				2,384.44	8,604.99	3,758.34	111,404.33	126,312.	4.8%
DEER LODGE Anaconda	120.84				a-5,985.00	9,382.22	2,840.36	218,441.58	236,770.	2.9%

* D - Indicates Disadvantaged Project
H - Indicates Handicapped Project
E - Indicates Exemplary Project
C - Indicates carry-over monies

a - Not on Formula--90/10 depressed area
** Does not include Sec. 120 set-aside or Sec. 150 depressed areas (90/10)
Sec. 130 or Sec. 140 monies
78- FY 78 funding

ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130*	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
FALLON Baker	60.91				801.09	2,488.16	1,431.71	57,298.13	62,079.	3.8%
Plevna	13.53				387.31	1,122.81	318.01	27,230.34	29,072.	4.3%
FERGUS Fergus Co. H.S.	128.73				904.15	4,980.52	3,025.51	50,839.09	59,878.	2.5%
Moore					166.01	1,285.52		10,669.47	12,121.	2.9%
Denton	65.91				700.69	1,335.99	1,549.10	31,358.31	35,010.	2.1%
Winifred	89.27					771.45	2,098.09	17,495.19	20,454.	1.1%
FLATHEAD Flathead H.S.	1,087.49				4,425.10	14,709.34	25,558.69	273,553.38	319,334.	5.4%
Columbia Falls	114.19				817.54	5,966.51	2,683.86	126,573.90	136,156.	5.5%
Bigfork	152.79				3,443.01	3,972.32	3,591.13	50,009.75	61,169.	4.5%
Whitefish	52.48				448.61	3,020.32	1,234.02	95,119.57	99,875.	6.8%
GALLATIN Manhattan	74.08				384.52	1,956.48	1,741.16	31,854.76	36,011.	2.7%
Bozeman	234.63		133- 2,500.00		3,489.01	9,847.09	5,514.62	201,171.65	222,757.	3.3%

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Sec. 130 or Sec. 140 monies
78- FY 78 funding

ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
GALLATIN (cont.) Belgrade	140.56	C- 4,350.00 78- 539.00			2,281.57	4,292.69	3,303.53	91,252.65	113,160.	4.1%
Three Forks	90.35				658.05	2,154.71	2,123.68	50,659.21	55,686.	3.5%
West Yellowstone	16.15					697.20	379.83	23,999.82	25,093.	2.7%
GARFIELD Garfield Co. H.S.	16.82				461.43	1,054.83	395.36	28,382.56	30,311.	5%
GLACIER Browning	1,172.95				5,558.61	2,557.06	27,567.21	139,522.17	176,378.	5.4%
Cut Bank	163.92				2,387.07	3,247.74	3,852.82	132,104.45	141,756.	3.9%
GRANITE Granite H.S.	13.67					196.57	321.40	13,682.36	14,214.	
Drummond					615.24	1,077.73		13,833.03	15,526.	3.9%
HILL Havre	166.98				788.88	8,597.67	3,925.08	110,118.39	123,597.	4.5%
Rudyard	16.95				707.25	1,714.27	398.49	31,527.04	34,364.	6.2%
Inverness	2.35				275.27	1,482.83	55.41	28,410.14	30,226.	5.4%
JEFFERSON Whitehall	140.85	C- 9,000.00 78- 1,350.78			1,145.52	3,889.11	3,310.52	50,569.00	69,405.	3.1%

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JEFFERSON (cont.) Jefferson H.S.	19.21				a-2,149.20	2,407.37	451.65	31,218.57	36,246	2%
JUDITH BASIN Hobson	48.83				205.64	1,399.60	1,147.70	46,642.23	49,444.	2.4%
LAKE Charlo						1,373.73		39,192.27	40,566.	4.9%
Polson	177.83				a- 990.00	5,093.82	4,180.30	104,214.05	114,656.	5.1%
St. Ignatius					a-1,962.00	1,963.87		8,305.13	12,231.	4.5%
Ronan	355.61				a-4,031.10	5,718.66	8,358.02	118,595.61	137,059.	4.7%
LEWIS & CLARK Helena	904.86	C- 8,000.00 78- 8,785.78			a-3,780.00 4,760.80	24,580.83	21,267.10	524,359.41	596,438.	5.1%
Augusta	155.62					948.76	3,657.48	41,062.14	45,824.	6.4%
LIBERTY Chester					197.75	1,119.55		12,789.70	14,107.	3.9%
LINCOLN Troy	24.46		132-12,399.75		a-1,980.00	1,456.39	575.07	43,805.33	60,241.	1.3%
Libby	110.87				2,916.39	8,055.99	2,606.79	103,405.00	117,095.	3.9%
Lincoln H.S.	128.89				586.55	2,405.33	3,029.75	64,993.48	71,144.	3.4%

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120** Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
MADISON Sheridan	77.75				301.51	2,089.95	1,827.67	40,361.12	44,658.	3.5%
Twin Bridges	53.44				288.70	2,519.14	1,256.45	37,094.27	41,212.	4.1%
Madison Valley Consolidated					304.87	1,179.32		11,021.81	12,506.	2%
McCONE Circle	22.02				341.80	966.66	517.56	51,661.96	53,510.	5.6%
MEAGHER White Sulphur Springs	55.84				357.06	1,553.37	1,312.91	41,426.82	44,708.	3%
MISSOULA Missoula	2,317.18				a- 9,495.00	61,568.42	54,460.88	743,335.52	871,177.	5.1%
MUSSELSHELL Melstone	33.98				551.52	2,292.92	798.72	22,768.86	26,446.	5.4%
Roundup	50.44				267.03	2,581.89	1,186.17	52,353.47	56,439.	4%
PARK Park Senior H.S.	289.87					5,908.59	6,812.63	112,131.91	125,143.	2.2%
Clyde Park	66.34				231.93	1,664.92	1,559.34	35,572.47	39,095.	4%
PHILLIPS Saco	60.84					978.56	1,429.91	12,967.69	15,437.	3.3%
Malta	105.64				873.30	3,011.38	2,482.81	72,586.87	79,060.	4.3%

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
PONDERA Conrad	167.19				270.99	5,158.93	3,929.65	82,634.24	92,161.	2.8%
Valier	347.88		132-11,854.50		659.18	1,818.70	8,176.62	76,203.12	99,060.	3.5%
POWDER RIVER Powder River Co. H.S.	114.81				140.38	1,774.57	2,683.83	77,079.04	81,792.	4.4%
POWELL Powell Co. H.S.	194.16				1,215.83	4,177.42	4,563.88	118,465.71	128,617.	2.4%
PRAIRIE Terry					487.06	742.81		12,354.13	13,584.	5.9%
RAVALLI Corvallis	356.81				a-4,625.10	1,355.31	8,385.89	54,186.89	68,910.	2.7%
Stevensville	108.43				a-5,075.10	2,693.14	2,548.43	38,643.90	49,069.	2.7%
Hamilton	465.38				3,759.81	7,868.98	10,937.29	125,179.54	148,211.	2.7%
Victor	233.61			39,500.00	368.45	1,702.13	5,490.57	43,989.24	91,184.	4.5%
Darby					2,500.94	1,912.88		13,137.18	17,551.	
Florence	8.98				370.79	1,650.36	211.16	23,225.71	25,467.	3.9%
RICHLAND Sidney	109.03				1,108.65	7,397.46	2,539.83	92,677.03	103,831.	4%

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120** Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
RICHLAND (cont.) Savage	3.39				219.72	1,302.56	79.87	22,201.46	23,807.	6.9%
Fairview	175.12				1,066.05	2,801.23	4,116.20	86,656.40	94,815.	3.6%
ROOSEVELT Culbertson	149.51				404.66	1,271.82	3,513.87	61,305.14	66,645.	4%
Poplar	48.72			40,005.00	750.74	1,064.26	1,145.16	32,922.12	75,936.	6.8%
Wolf Point	734.31				569.14	3,506.22	17,257.70	89,673.63	111,795.	5.8%
Bainville	64.64					540.16	1,519.36	17,939.84	20,064.	3.9%
ROSEBUD Forsyth	140.57				487.06	1,716.14	3,303.92	45,397.31	51,045.	3.9%
Rosebud	78.26				718.75	1,906.62	1,839.55	34,504.82	39,040.	4%
Colstrip	39.42				2,184.53	851.72	926.64	38,513.69	42,516.	5.4%
SANDERS Plains	29.05				388.92	1,296.18	628.90	32,625.95	35,023.	5.8%
Thompson Falls			132-11,928.00		268.55	714.51		15,316.94	28,228.	3.3%
Hot Springs	24.71	C- 78- 930.00 78- 2,225.00			1,208.51	2,030.65	581.37	47,328.76	54,329.	3.1%

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78- FY 78 funding

ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130*	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
SHERIDAN Plentywood	194.88				1,256.11	2,275.80	4,580.03	49,420.18	57,727	4.4%
Medicine Lake	72.15				56.45	2,279.87	1,695.67	28,906.86	33,011	3.3%
SILVER BOW Butte	127.86					1,640.49	3,005.00	79,415.65	84,189	3.9%
STILLWATER Park City	120.95				1,889.67	1,190.93	2,842.70	37,523.75	43,568	
Columbus	93.69				337.37	1,998.14	2,201.98	51,462.82	56,094	3.2%
Rapelje	243.60				146.48	1,862.41	5,679.55	29,762.96	37,695	3.3%
Absarokee	96.50				280.15	2,580.97	2,268.11	43,516.27	48,742	2.8%
SWEET GRASS Sweet Grass Co. H.S.	184.75				920.42	2,494.83	4,342.01	66,300.99	74,243	2.7%
TETON Choteau	17.66				637.21	1,965.50	415.13	34,798.50	37,834	2%
Fairfield	73.56				283.81	1,680.92	1,729.01	34,050.70	37,818	2.8%
Dutton	21.96					759.81	516.29	17,560.94	18,859	2.2%
TOOLE Sunburst	7.84					537.70	184.46	19,935.00	20,665	2.2%

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

COUNTY & SCHOOL	SECTION 120 On Formula	SECTION 120* Set-Asides	SECTION 130**	SECTION 140	SECTION 150	OTHER STATE	STATE APPROPRIATION	LOCAL	TOTAL BUDGET	Federal % SEC. 120 & 150 Formula
TOOLE (cont.) Shelby	606.38				1,181.32	2,373.91	14,251.37	105,469.02	123,882.	2.5%
TREASURE Hysham	23.93				357.06	1,307.90	562.60	23,801.51	26,503.	6.2%
VALLEY Glasgow	148.79				1,864.64	6,299.47	3,497.15	117,676.95	129,487.	6.3%
Hinsdale	97.68				1,718.65	2,011.00	2,295.96	37,013.71	43,137.	4.7%
Opheim	68.98	C- 20,675.00			1,135.26	1,936.35	1,621.40	43,801.01	69,238.	2.8%
Nashua	122.59				a- 3,142.80	1,778.40	2,881.18	44,901.03	52,826.	6%
WHEATLAND Harlowton	120.12				865.18	2,434.11	2,823.12	51,591.47	57,834.	3%
WIBAUX Wibaux	93.79				209.96	2,470.95	2,204.53	42,291.77	47,271.	4.3%
YELLOWSTONE Billings	1,477.69	C- 6,000.00 78-31,237.50				17,709.51	34,730.15	628,791.15	719,946.	4.4%
Laurel	157.81				1,466.71	2,151.72	3,708.81	73,040.95	80,526.	6.1%
Custer	56.79					1,063.06	1,334.94	24,549.21	27,004.	3.9%
Broadview	4.46				64.08	869.73	104.83	26,792.90	27,836.	7.5%

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

TABLE XXII

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YELLOWSTONE (cont.) Huntley	105.37				353.70	3,319.62	2,476.44	72,444.87	78,700	4.6%
Shepherd	48.58				312.35	2,923.58	1,142.43	57,297.06	61,724	5.4%
Northern Montana College		C- 10,500.00 78- 9,049.00						9,049.50	28,599	
School for Deaf and Blind		78- 7,978.50						7,978.50	15,957	
Warm Springs State Hospital		C- 40,000.00 78- 5,000.00						5,000.00	50,000	
Swan River Youth Camp		C- 20,000.00							20,000	
Pine Hills School for Boys		C- 15,000.00							15,000	
Mountain View School for Girls		C- 3,000.00							3,000	

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ANNUAL PLAN FOR VOCATIONAL EDUCATION 1978

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Helena PSVTC	262,712.86		25,110.14-G				989,153.00		1,276,976	
Missoula PSVTC	275,812.63		25,796.37-G				1,079,610.00		1,381,219	
Butte PSVTC	150,145.43		15,744.57-G				589,871.00		755,761	
Billings PSVTC	163,906.62		16,279.38-G				810,945.00		991,131	
Great Falls PSVTC	87,019.68	35,386.78-H	15,976.54-G 41,882-134				679,739.00	42,001***	860,004	
University System (Pre-Service)			14,000.00			471,377.00			485,377	
Volunteer Fire Fighters Academy	-0-	-0-				137,162.00			137,162	

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G - Indicates Guidance Project

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*** Not Included in Center Operational Budget Total

APPENDIX A
POLICIES APPROVED BY THE BOARD OF PUBLIC EDUCATION

100 Governance and Administration

- 101 There shall be a comprehensive State Plan for Vocational Education in Montana and the Board of Public Education shall be the sole agency to disburse federal and state vocational funds and to plan, coordinate, govern, and provide leadership for the total State Vocational Education System at all levels and in all areas of the state so that Vocational Education can be coordinated, articulated, and made relevant to students, parents, business, industry, labor and society. The Board of Public Education recognizes the need for coordination with other governing agencies where a possible conflict of authority may exist.
- 102 The Executive Office of Vocational Education is the State Superintendent of Public Instruction who is the Board's Executive Officer for Vocational Education programs and courses offered in Montana which are under the jurisdiction of the Board of Public Education. The Executive Officer shall have the authority necessary to carry out the duties and responsibilities placed upon the Executive Officer by the Board of Public Education and shall be responsible for following and enforcing all policies and procedures adopted by the Board of Public Education.
- 103 The Executive Officer of Vocational Education shall have the authority to appoint the necessary staff, with confirmation by the Board, to assure the Board of Public Education that Board policies are adhered to and that State Program Consultants are available to serve the educational institutions of Montana which are now, or shall be in the future, offering vocational education programs and/or courses.
- 104 The Executive Officer of Vocational Education shall be responsible for promoting and improving vocational education programs offered in the educational institutions of the state.
- 105 The Executive Officer will determine, and inform the Board of Public Education, that approved vocational education activities within the state are being conducted according to federal and state rules and regulations and will inform the Board of changes in laws, rules, and regulations.
- 106 The Executive Officer of Vocational Education shall actively solicit the advice and counsel of the Montana Advisory Council for Vocational Education on matters pertaining to the evaluation and further development and improvement of vocational education.
- 107 The executive Officer of Vocational Education shall keep the Board of Public Education and the public informed of both the progress and the problems of Vocational Education in Montana and shall collect, analyze, interpret, and communicate vocational education information impartially and independently.

- 108 Vocational Education programs offered at the local level shall be under the guidance of a vocationally approved administrator, supervisor, or instructor who has the responsibility, within his or her own institutional level, to insure that quality is maintained in vocationally funded programs under his or her guidance and that these programs are in compliance with all federal and state requirements, directives, and laws.
- 109 Policies and procedures adopted for vocational education at the state and local level shall be consistent with the Board of Public Education Policies and Procedures.
- 110 Manpower Training flowing through the Board of Public Education which provides for instruction by educational institutions shall be administered by the Executive Officer of Vocational Education or through collaboration with local educational institutions and/or other state agencies where such training is needed. The Board recognizes that students from Indian Reservations and/or other groups within the State of Montana may need special consideration.
- 111 The Executive Officer of Vocational Education shall keep all vocational education records in his or her office.

200 Vocational Education Personnel

- 201 Recruitment, selection, employment, and advancement of vocational education personnel shall be consistent with current approved institution and/or agency affirmative action plans.
- 202 Vocational Education instructional and administrative personnel shall satisfy minimum occupational and professional certification standards established and periodically reviewed and updated by the Board of Public Education and shall continually meet the state's recertification standards established by the Board of Public Education. If any part of their salary is to be paid from funds appropriated for vocational education.
- 203 The development of instructional competencies and the maintenance and improvement of occupational skills shall be the shared responsibility of the individuals, the local educational institution, the teacher training institutions, and the Executive Officer of Vocational Education.
- 204 The Executive Officer of Vocational Education shall promote programs of preservice and in-service education for instructional, supervisory, administrative, teacher training, and support personnel in vocational education.

300 Vocational Education Programs

- 301 Vocational Education programs shall have prior approval by the Board of Public Education upon recommendation of the Executive Officer of

- 302 Vocational Education program offerings shall be determined on the basis of identifiable student interest and needs, vocational advisory committee recommendations, employment statistics, and current occupational surveys.
- 303 Vocational Education programs shall be designed to prepare or retrain youth and adults for employment or for advancement in recognized and new and emerging occupations, or to prepare individuals for enrollment in advanced vocational education programs, recognizing the pre-vocational aspects of some programs. Consumer Homemaking programs as established in the Montana State Plan for Vocational Education shall also be included under this policy.
- 304 Institutions offering vocational education programs shall have a local advisory council composed of representatives from management, labor, and citizens-at-large to consult with and advise school administrators on matters pertaining to the development and improvement of vocational education.
- 305 Each vocational education program shall have a program advisory committee composed of, but not limited to, representatives from management and labor to consult with administrators and teachers on program matters.
- 306 Institutions offering vocational education programs and/or courses shall provide information to the Executive Officer for a state educational information system to aid in program decision-making and Board of Public Education analysis.
- 307 Institutions offering vocational education programs and/or courses shall provide occupational information, guidance, and placement services for their students.
- 308 There shall be cooperative planning at the local and state levels, between institutions offering vocational education programs, labor, industry, and other governmental or civic agencies concerned with delivery of vocational education, to avoid unnecessary duplication.
- 309 Vocational education funds shall not be used for programs below the 9th grade of an educational institution, and programs shall be designed to serve individuals of secondary school age or older, including those who have educational, socioeconomic, physical disadvantages and handicaps, or those who have been identified to have cultural differences with special needs.

400 Vocational Education Funding

- 401 The Board of Public Education and the executive officer of vocational education shall work toward assuring adequate funding of Montana's vocational education programs from all levels of government (federal, state and local).
- 402 The Board of Public Education shall be responsible for the disbursement of State and Federal funds for Vocational Education.

- 403 In determining the allocation of Vocational Education funds to local educational institutions, the Board of Public Education and the Executive Officer of Vocational Education shall review and consider such factors as: Identified needs of vocational education for the population within the local educational institution's district, region, state, and the nation; the comparability of such program offerings with the state's long range vocational education objectives; the excess cost of the program offerings and local and state ability to support the program; and program duplication and how this duplication might affect the other educational institutions in the state.
- 404 The expenditures by an institution of any funds received under the provisions headed "Vocational Education" shall be limited to those elements of costs approved by the Board of Public Education for Vocational Education.
- 405 Unless otherwise provided by state statute, the Board of Public Education shall be responsible for and have the power to establish student enrollment fees and the rules governing the collection and expenditure of such fees. The Board recognizes the need for a cooperative coordination with other governing agencies where a possible conflict of authority may exist.
- 406 A uniform accounting and reporting system shall be developed and implemented by the Executive Officer and approved by the Board which will clearly identify receipts, disbursements, and balances of all funds used to finance vocational education.

500 Vocational Education Program Evaluation

- 501 Evaluation shall be an integral part of Montana's Vocational Education System.
- 502 There shall be provisions for periodic and continuous evaluation at both state and local levels.
- 503 The Executive Officer of Vocational Education and the Montana Advisory Council for Vocational Education shall cooperate in Vocational Education evaluation.

APPENDIX B

VOCATIONAL TECHNICAL CENTERS

<u>SCHOOL AND LOCATION</u>	<u>PROGRAM*</u>
Billings Vocational Technical Center 3615 Montana Avenue Billings, Montana 59102	Farm Diesel Mechanics Farm and Ranch Management General Business Mid-Management Practical Nursing and Aide Auto Body Repair Auto Mechanics Diesel Mechanics Drafting Food Preparation Refrigeration and Air Conditioning Welding
Butte Vocational Technical Center 404 South Wyoming Street Butte, Montana 59701	Accounting and Bookkeeping Business Machines General Business Practical Nursing and Aide Auto Mechanics Drafting Machine Tool Small Engine Repair Welding Civil Engineering Electronics Technology
Great Falls Vocational Technical Center 2100 16th Avenue South Great Falls, Montana 59405	Accounting and Bookkeeping General Business Dental Assistant Practical Nursing and Aide Multi-Occupations Watchmaking Auto Body Repair
Helena Vocational Technical Center 1115 Roberts Street Helena, Montana 59601	Agri. Mechanics Accounting and Bookkeeping Business Data Processing General Business Practical Nursing and Aide Aircraft Mechanics Auto Mechanics Building Trades Diesel Mechanics Industrial Electronics Machine Tool Radio and Television Repair Truck Coach Mechanics Truck Driving Welding

* - Titles of Programs taken from Board of Public Education, Fund 21--
Vocational-Technical Center Comparison--1976 and 1977, May 18, 1977.

APPENDIX B (Continued)

SCHOOL AND LOCATION

Missoula Technical Center
 909 South Avenue West
 Missoula, Montana 59801

PROGRAM*

Forestry
 Business Data Processing
 Education Assistant
 General Business
 Distributive Occupations
 Operating Room Technology
 Practical Nursing and Aide
 Respiratory Therapy
 Food Preparation
 Heavy Equipment Maintenance
 Heavy Equipment Operator
 Small Engine Repair
 Truck Coach Mechanics
 Welding
 Electro-Mechanical

- * Titles of Programs taken from Board of Public Education, Fund 21--
 Vocational-Technical Center Comparison--1976 and 1977, May 18, 1977.

COMMUNITY COLLEGES AND NORTHERN MONTANA COLLEGE

<u>SCHOOL and LOCATION</u>	<u>PROGRAM</u>
1. Dawson College 300 College Drive Glendive, Montana 59330	Agri-Business Technology Business Administration Civil Technology Clerk Typist Human Services Law Enforcement Livestock Technology Mid-Management Secretarial Science
2. Flathead Valley Community College 15 - First Street Kalispell, Montana 59901	Agriculture Business Administration Data Processing Forestry Technology Hotel & Restaurant Cook Human Services Technology Land Surveying Law Enforcement Logging Truck Driver Metal Work Practical Nursing Secretarial Studies Timber Harvester
3. Miles Community College 2600 Dickinson Miles City, Montana 59301	Auto Mechanics Business Mid-Management Clerk Typist (one year) Electronics Technology Library Technician Nursing (Associate Degree) Secretarial (Legal & Medical) Secretarial Science Stenographic (one year)
4. Northern Montana College Havre, Montana 59501	Agriculture Technology Agri-Business Option Agri-Mechanics Agri-Services (Grain, Feed, Seed, and Farm Supply Option) Farm & Ranch Management Option Automotive Body Service Technology Automotive Service Technician Chemical Technology Construction Engineering Technology Diesel Technology Drafting Technology Electrical Technology Electronics Engineering Technology Electronics Technology Mechanical Engineering Technology Metals Technology Museum Technology Nursing (Associate Degree) Practical Nursing Travel Management Option Water & Wastewater Technology

APPENDIX D

OTHER INSTITUTIONS OF HIGHER EDUCATION

<u>SCHOOL AND LOCATION</u>	<u>PROGRAM</u>
Montana State University Bozeman, Montana 59715	Agriculture Business Agriculture Production Agriculture Science Preforestry Program Business: Accounting, Marketing Secretarial Program Home Economics Electrical Engineering Technology* Electronic Engineering Technology* Mechanical Engineering Technology* Fish and Wildlife Management* Nursing*
Eastern Montana College Billings, Montana 59101	Business - Clerical* General Business* Business - Secretarial* Business - Data Processing* Pre-Profession Program ("Direct vocational interest") Pre-Home Economics* Pre-Engineering (contains Computer Programming, Drafting) Pre-Nursing Pre-Biological Science (includes Agriculture)
University of Montana Missoula, Montana 59801	Computer Science Forestry Resource Conservation Home Economics Radio-Television Medical Technology
Western Montana College Dillon, Montana 59725	Agriculture* Computer Programming* Data Processing* Forestry* Home Economics* Lab Technology* Medical Technology* X-Ray Technology* Wildlife Technology* Secretarial Accounting Drafting Technology General Business Metals Technology Wood Technology

* - denotes two year certificate
program.

SCHOOL AND LOCATIONPROGRAM

Carroll College
Helena, Montana 59601

Accounting
Medical Record Administration
Medical Technology Program
Nursing
Criminal Justice-Law Enforcement*

Montana College of Mineral Science
and Technology
Butte, Montana 59701

Engineering Degree*
Engineering Science
Environmental Engineering

College of Great Falls
Great Falls, Montana 59405

Accounting*
Aviation*
Child Care*
Criminal Justice*
Early Childhood Education*
Medical Technology

Rocky Mountain College
Billings, Montana 59102

Economics and Business Adminis-
tration
Business-Accounting

* - denotes two year certificate
program.

APPENDIX E

PRIVATE PROPRIETARY SCHOOLS *

<u>SCHOOL and LOCATION</u>	<u>PROGRAM</u>
1. Western College of Auctioneering P. O. Box 1458 Billings, Montana 59103	Auctioneering
2. Montana Auto College 918 First Avenue North Great Falls, Montana 59401	Auto Mechanics Electrical Systems, Tune-up Engine Overhaul, Theory, etc. Parts Counterman Small Engines Suspension Systems, Brakes, Auxilliary Systems, etc. Transmissions, Drive Lines, etc.
3. Billings Business College 3125 Third Avenue North Billings, Montana 59101	Accounting & Business Administration Business Machines Data Processing Elementary Accounting Executive Secretary & Court Reporting Legal Secretary Medical Secretary Merchandising Management Secretarial Stenographic
4. Great Falls Commercial College 905 First Avenue North Great Falls, Montana 59401	Airline Management Airline Secretarial Automation Accounting and Machine Bookkeeping Basic Education Computer Programming Datamation Accounting Executive Secretary Higher Accounting and Business Administration Hotel-Motel Management Institutional Cooking Junior Accounting and Executive Management Medical Secretary Professional Legal Secretary Secretarial Data Processing Special Adult Courses: Data Processing Executive Assistant, Executive Keypunch, National Keypunch, Real Estate, Secretarial, Special Income Tax, Speedwriting or Gregg Shorthand Stenographer and Receptionist

<u>SCHOOL and LOCATION</u>	<u>PROGRAM</u>
5. Archie Bray Foundation 2915 Country Club Avenue Helena, Montana 59601	Ceramics
6. Acme Beauty College 320 North 30th Street Billings, Montana 59101	Cosmetology
7. Holiday College of Beauty Holiday Village Great Falls, Montana 59401	Cosmetology
8. Butte Academy of Beauty Culture 303 West Park Street Butte, Montana 59701	Cosmetology
9. C. & C Beauty College 134 First Street West Kalispell, Montana 59901	Cosmetology
10. College of Coiffure Art, Ltd. 928 Broadwater Avenue Billings, Montana 59102	Cosmetology
11. Dahl's College of Beauty 1205 Central Avenue Great Falls, Montana 59401	Cosmetology
12. Hollywood Beauty College 1836 Virginia Lane Billings, Montana 59101	Cosmetology
13. Maddio's Capitol City Beauty College 511 North Main Helena, Montana 59601	Cosmetology
14. Miles City College of Beauty 720½ Main Street Miles City, Montana 59301	Cosmetology
15. Modern Beauty School 135 South Higgins Missoula, Montana 59801	Cosmetology
16. Bozeman Beauty College (Mr. Mac's Beauty School) 2 West Main Bozeman, Montana 59715	Cosmetology
17. Mr. Rich's Beauty College 1805 South Avenue Missoula, Montana 59801	Cosmetology

SCHOOL and LOCATIONPROGRAM

18. H & R Block Income Tax Preparation
School (Short Term, Basic, and
Advanced)

Income Tax Preparation

Sites:

Hustad Center
Helena, Montana 59601

311 First Avenue East
Kalispell, Montana 59901

1123 Central Avenue
Great Falls, Montana 59401

21 South Ninth Street
Miles City, Montana 59301

217 West Broadway
Missoula, Montana 59801

324 North 30th
Billings, Montana 59101

19. School of Medical Technology
Columbus Hospital
500 15th Avenue South
Great Falls, Montana 59405

Medical Technology

20. School of Medical Technology
Montana Deaconess Hospital
1101 26th Street South
Great Falls, Montana 59401

Medical Technology

21. St. Patrick's School of Nursing
500 West Pine Street
Missoula, Montana 59801

Nursing
(Three-year diploma course)

22. Erv Malnarich's Outfitters &
Guides School
P. O. Box 493
Hamilton, Montana 59840

Outfitting and Guiding

23. Columbus Hospital
School of Radiologic Technology
500 15th Avenue South
Great Falls, Montana 59401

Radiologic Technology

24. Montana Deaconess Hospital
School of Radiologic Technology
1101 26th Street South
Great Falls, Montana 59401

Radiologic Technology
Nuclear Medicine

25. St. Patrick's Hospital
School of Radiologic Technology
500 West Broadway
Missoula, Montana 59801

Radiologic Technology

<u>SCHOOL and LOCATION</u>	<u>PROGRAM</u>
26. St. Vincent's Hospital School of Radiologic Technology 2915 12th Avenue North Billings, Montana 59101	Radiologic Technology
27. Montana Real Estate Institute P. O. Box 1122 Helena, Montana 59601	Real Estate
28. Montana Realtors Education Foundation 2021 11th Avenue, Suite 24 Helena, Montana 59601	Real Estate
29. Todd & Associates Ninth Street & 15th Avenue South Great Falls, Montana 59401	Retirement Residence Management
30. Del Cameron School for Guides Route 1 Box 69 Victor Montana 59875	Outfitters
31. Montana Institute of the Bible Route 3 Lewistown, Montana 59457	Ministry
32. Montana School of Upholstery, Inc. 418 13th Street North Great Falls, Montana 59401	Upholstery
33. Professional Management Service 4501 Timber Lane Missoula, Montana 59801	Real Estate
34. Richland School of Shoe Saddlery and Upholstery 601 East Main Street Sidney, Montana 59207	Shoemaking and Repair Saddlery Upholstery
35. Waggoners Diesel Driver Training Division Box 990 Livingston, Montana 59047	Truck Driving
36. Wilderness Outfitters Route 6 East Rattlesnake Missoula, Montana 59801	Outfitting and Guiding
37. Professional Course Service 1008 South Avenue West Missoula, Montana 59801	Real Estate

SCHOOL AND LOCATIONPROGRAM

Morrison Flying Service
Airport
Helena, Montana 59601

Flight School

Capitol Areo
Airport
Helena, Montana 59601

Flight School

Flight Line Incorporated
Gallatin Field
Belgrade, Montana 59714

Flight School

Gillis Aviation
Billings Logan Field
Billings, Montana 59101

Flight School

Lynch Flying Service Incorporated
Billings Logan Field
Billings, Montana 59101

Flight School

Butte Areo
Airport
Butte, Montana

Flight School

Dillon Flying Service
North of Dillon
Dillon, Montana 59725

Flight School

Wokal Flying Service
Glasgow International Airport
Glasgow, Montana 59230

Flight School

Northern Aviation
International Airport
Great Falls, Montana 59401

Flight School

Skymart Aviation
International Airport
Great Falls, Montana 59401

Flight School

Flight Service Incorporated
2763 Evergreen
Great Falls, Montana 59401

Flight School

Hensley Flying Service
West of Havre
Havre, Montana 59501

Flight School

Strand Aviation
City Airport
Highway 93
South Kalispell, Montana 59901

Flight School

Holman Aviation
Glacier Park International Airport
Kalispell, Montana 59901

Flight School

SCHOOL AND LOCATIONPROGRAM

Skycraft
Lewistown Airport
Lewistown, Montana 59457

Flight School

Miles City Aero Service Incorporated
Municiple Airport
Miles City, Montana 59301

Flight School

Executive Aviation
Johnson-Bell Field
Missoula, Montana 59801

Flight School

Montana Barber College
133 West Main
Missoula, Montana 59801

Barber School

APPENDIX F

STATE INSTITUTIONS

SCHOOL and LOCATIONPROGRAM

1. Mountain View School
Box 60
2260 Sierra Rd
Helena, Montana 59601

Consumer and Homemaking
Food Management
Production and Services
Clerical Office Practice
Nursing Aid

Mountain View School is the state institution responsible for the long term detention, care, education, and rehabilitation of adjudicated, delinquent female youth committed by the juvenile courts under the provisions of the Montana Youth Act. As a secondary function, Mountain View is also responsible for providing short term evaluation and diagnostic services to adjudicated and pre-adjudicated youth, both male and female, as a service to the courts as an aid in determining future disposition on their cases.*

2. Pines Hills School
Box 1058
Miles City, Montana 59301

Auto Body Repair
Auto Mechanics
Electronics
Welding
Carpentry
Small Engine Repair (Individualized Learning Program)

Pines Hills is the state institution responsible for the long term detention, care, education, training, and rehabilitation of adjudicated delinquent male youth committed by the juvenile courts under the provisions of the Montana Youth Act. As a secondary function, Pines Hills is also responsible for providing short term evaluation and diagnostic services to adjudicated and pre-adjudicated male youth as a service to the courts as an aid in determining future disposition on their individual cases.*

* - Institution definitions provided by Curt Chisholm, Assistant Director of the Department of Institutions, June 20, 1977.

SCHOOL AND LOCATIONPROGRAM

3. Swan River Youth Forest Camp
Box 99
Swan Lake, Montana 59911

Multi-occupational vocational program

Swan River Youth Forest Camp is the state institution responsible for providing comprehensive rehabilitative and work experience programs for youthful offenders that includes both adjudicated delinquent youth and sentenced youthful adult felons. This youth camp is operated via the cooperation of the Department of Natural Resources, Division of Forestry and the Rehabilitative Services Division of the Department of Social and Rehabilitative Services.*

4. Montana State Prison
Deer Lodge, Montana 59722

Auto Mechanics
Quantity Food Preparation

Montana State Prison is the institution responsible for the detention, care, training, education, and rehabilitation of male adult offenders committed to the Prison by Montana courts as provided for under the Montana Code of Criminal Procedure, Title 95. Additionally, as a secondary responsibility, Montana State Prison is also responsible for providing diagnostic and evaluation short term detention services for convicted and preadjudicated adult felons as an aid to the courts in determining proper and future disposition on their individual cases.*

* - Institution definitions provided by Curt Chisholm, Assistant Director of the Department of Institutions, June 20, 1977.

SCHOOL AND LOCATION

5. Warm Springs State Hospital
Warm Springs, Montana 59745

Warm Springs State Hospital is the state institution that is responsible for providing services to persons suffering from acute psychotic and behavioral disorders who are:

- a. Dangerous to themselves and others;
- b. Require hospitalization in a secure environment; or
- c. Require services available only at this particular institution relative to the above.

Additionally, a secondary role is to provide services to the courts of this state that will aid in determining the competency of accused persons with respect to mental disease or defect. *

* - Institution definitions provided by Curt Chisholm, Assistant Director of the Department of Institutions, June 20, 1977.

PROGRAM

Consumer and Homemaking
General Office-Clerical
Automotive Services
Construction and Maintenance
Custodial Services
In addition, assessment, training and prevocational instruction is provided.

APPENDIX G

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Five Vocational Education Centers

<u>General Fund</u>	<u>Fiscal 1978</u>	<u>Fiscal 1979</u>	<u>Biennium 1979 Totals</u>
Executive Request	\$3,416,585	\$3,437,477	\$6,854,062
<u>Appropriation</u>	<u>3,435,682</u>	<u>3,607,039</u>	<u>7,042,721</u>
Appr. over (under) Exec.	<u>\$19,097</u>	<u>\$169,562</u>	<u>\$188,659</u>
% over (under) Exec.	.6	4.9	2.8

Total Expenditures

Executive Request	\$3,531,746	\$3,557,244	\$7,088,990
<u>Appropriation</u>	<u>5,135,938</u>	<u>5,379,186</u>	<u>10,515,124</u>
Appr. over (under) Exec.	<u>\$1,604,192</u>	<u>\$1,821,942</u>	<u>\$3,426,134</u>
% over (under) Exec.	45.4	51.2	48.3

<u>Biennial Comparisons</u>	<u>1977 Biennium</u>	<u>1979 Biennium</u>	<u>Increase Amount</u>	<u>%</u>
General Fund	\$7,862,109	\$ 7,042,721	\$ (819,388)	(10.4)
<u>Total Expenditures</u>	<u>8,130,428</u>	<u>10,515,124</u>	<u>2,384,696</u>	<u>29.3</u>

The major reason for the decrease in the general fund appropriation is because enrollment increased much more slowly during the 1977 biennium than was anticipated by the 1975 legislature. A 16 percent enrollment hike was anticipated for fiscal 1976 but only a four percent increase was realized.

Total expenditure comparisons between the executive recommendation and the appropriation is not meaningful since the executive did not make

APPENDIX H

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Vocational Education - Secondary Schools

<u>General Fund</u>	<u>Fiscal 1978</u>	<u>Fiscal 1979</u>	<u>Biennium 1979 Totals</u>	
Executive Request	\$608,468	\$597,248	\$1,205,716	
<u>Appropriation</u>	<u>494,943</u>	<u>247,472</u>	<u>742,415</u>	
Appr. over (under) Exec.	<u>\$(113,525)</u>	<u>\$(349,776)</u>	<u>\$(463,301)</u>	
% over (under) Exec.	(18.7)	(58.6)	(38.4)	
<u>Biennial Comparisons</u>	<u>1977 Biennium</u>	<u>1979 Biennium</u>	<u>Increase Amount</u>	<u>%</u>
General Fund	\$1,422,245	\$742,415	\$(679,830)	(47.8)
Total Expenditures	1,422,245	742,415	(679,830)	(47.8)

The legislative action begins to phase out the general fund contribution for secondary vocational programs. The appropriation level for fiscal 1978 is two-thirds of the 1977 level. For fiscal 1979, the appropriation is one-third of the 1977 level. This phase out indicates a general dissatisfaction with the use of the money and the method for distribution. Funds have not been provided until after expenditures have been made. This procedure has allowed some recipients to use the money for increasing cash balances rather than for program costs. The percentage of costs that were reimbursed have steadily decreased each year with the resulting tax burden borne by local property taxes.

APPENDIX I
TENTATIVE FIVE-YEAR PLAN
VOCATIONAL EDUCATION PROGRAM EVALUATIONS

279

Fiscal Year 1978

Hamilton
Corvallis
Victor
Stevensville
Florence
Missoula
Missoula Technical
University of Montana

Hobson
Moore
Lewistown
Denton
Winifred
Fort Benton
Big Sandy
Box Elder

Richey
Savage
Sidney
Fairview
Bainville
Culbertson
Medicine Lake
Plentywood
Scobey
Opheim

Fiscal Year 1979

Valier
Chotea
Fairfield
Simms
Augusta
Helena
Helena Vo-Tech Center
Boulder
Whitehall

Chester
Inverness
Rudyard
Gilford
Havre
Northern Montana College
Chinook
Harlem
Malta

Hardin
Lodge Grass
Custer
Hysham
Forsyth
Rosebud
Colstrip
Broadus

Fiscal Year 1980

Noxon
Thompson Falls
Plains
Hot Springs
Dixon
Charlo
Ronan
Polson
Bigfork

White Sulphur Springs
Harlowton
Roundup
Broadview
Rapelje
Columbus
Absarokee
Big Timber

Billings
Billings Vo-Tech Center
Laurel
Joliet
Fromberg
Bridger
Belfry
Red Lodge
Shepherd
Worden

Fiscal Year 1981

Dillon
Sheridan
Butte
Butte Vo-Tech Center
Anaconda
Deer Lodge
Drummond

Townsend
Three Forks
Ennis
Manhattan
Belgrade
Bozeman
Montana State University
West yellowstone
Livingston
Clyde Park

Jordan
Circle
Wolf Point
Frazer
Nashua
Glasgow
Hinsdale
Saco

Fiscal Year 1982

Eureka
Troy
Libby
Whitefish
Columbia Falls
Kalispell
Browning
Cut Bank

Sunburst
Shelby
Conrad
Dutton
Great Falls
Great Falls Vo-Tech Center
Sand Coulee
Cascade
Belt

Miles City
Plevna
Baker
Wibaux
Glendive
Terry

APPENDIX J

ACTIVITIES RELATED TO THE OFFICE
OF HUMAN POTENTIAL DEVELOPMENT

The following activities relate to the opening of opportunities for students in vocational education programs in Montana but are funded through sources other than Public Law 94-482. They will be utilized as resources and will supplement the efforts of the Office of Human Potential Development. These efforts were carefully considered during the planning process to meet the needs of students in Montana and their importance to equal education is recognized in citing them here.

1. Great Falls School District (Proposed)

Great Falls Public Schools have recognized their need for a plan at the local level to eliminate sex role stereotyping from their vocational education programs. To transform this awareness into action, they have developed a proposal which they submitted for funding to the U. S. Commissioner of Education on February 9, 1977.

This proposal provides for a three-day training workshop to be held in the fall of 1977 for vocational education teachers, vocational cooperative and work experience coordinators, guidance counselors and home/school coordinators in the district's Indian Education Program.

"The workshop itself will consist of training exercises to develop the fundamental knowledge and attitudes needed to prevent and eliminate sex role stereotyping in vocational education, and a set of basic resources needed to develop guidance and instructional strategies."

The workshop will be followed by a series of monthly seminars throughout the school year. A training manual, resource directory and slide/tape presentation will be developed from the efforts of workshop participants. These materials will be available for loan to other schools and groups of individuals. An evaluation plan has been designed and will be incorporated into the 14-month-long project (July, 1977--September, 1978), to determine its effectiveness in accomplishing its goals as outlined above.

2. Montana State University (Proposed)

A project proposal was submitted to the Commissioner of the Office of Education on February 10, 1977; and, if funded, will investigate whether the presentation of current information around women, their achievement patterns and the world of work, coupled with a looking inside at ones' stereotypes and biases, can affect both attitudinal and behavioral change of the subjects who participate in the study.

The participants will be chosen from two groups--faculty heads and freshmen female General Studies students. The objectives of the study are to:

"Provide a three-phase seminar or training program for advisors and a 24-hour (8 3-hour sessions) seminar for...students, in an

attempt to change their attitudes, knowledge and awareness around women and the world of work. At the same time, we wish to decrease sexual biases and stereotypes in both male and female subjects. Third, we wish to investigate if the quality of student faculty advising changes as a result of participate (sic) in this project. In summary, we wish to measure if a Faculty Advisor's and General Studies' freshman student's attitudes, values, information and behavior change (sic) with regard to sexual stereotypes and biases around career choices for women as a result of attending seminars specifically designed for this purpose."

A project director with a specialized background in career development, particularly as it relates to females will be hired. In addition, two consultants will be utilized in the first segments of the training program. Dissemination of the summary report of the study and methods utilized will be made to professional groups on the state and national levels. If funded, this project will provide important information to the State of Montana on methods that may be utilized to eliminate sex bias and sex role stereotyping in counseling services for all vocational education students.

3. Title IX Coordinator (Proposed)

District personnel in Livingston, Montana, have recognized the need to eliminate practices that result in sex discrimination in School District #4. To accomplish this goal, they have submitted a proposal to the Office of Education to fund a Title IX Coordinator and support staff.

The Coordinator will attempt to address the following areas: access to general courses, access to physical education courses, access to vocational education courses, counseling, treatment of students, student marital and parental status, athletics and employment. The process to be utilized will be to (1) review materials, (2) collect data, (3) determine compliance to the provisions of Title IX, (4) plan modifications, and (5) evaluate the data to be collected.

4. Displaced Homemakers Bill (Proposed)

The Montana Legislature has recognized the importance of providing special support services to women in Montana in passing HB 569--the Displaced Homemakers Bill. The intent of HB 569, if signed into law by the Governor, is:

"to provide the necessary counseling, training, jobs, services, and health care for displaced homemakers so that they may enjoy the independence and economic security vital to a productive life and to improve the health and welfare of this ever-growing group of citizens."

The criteria for applicants are the following:

"(a) worked in a home for at least seven years providing unpaid household services for family members or a family member;

- (b) is not gainfully employed;
- (c) has had or would have difficulty finding paid employment;
- (d) was dependent on the income of another family member but is no longer supported by the income or was dependent on federal assistance but is no longer eligible for that assistance."

The Displaced Homemakers Bill does not address the needs of those persons who are currently employed but who wish to upgrade their skills or who wish to change to non-traditional jobs in other fields. Nevertheless, HB 569 is viewed as an essential step in meeting the needs of this important target group: persons who have given services to their families and who now need to find employment outside the home.

5. Equal Learning Opportunities Program (Ongoing)

The Office of Public Instruction has recognized the need for a systematic approach to provide information and planning support to school personnel in their efforts to eliminate practices that result in racial and sex discrimination in Montana's educational institutions. The Equal Learning Opportunities Program was funded through a grant from the Office of Education in 1975.

The following objectives were identified as being central to a strategy to promote the full human development of students in Montana:

- A. To provide at least 5000 hours of information, planning and resource assistance to school decision-makers which will enable them to respond effectively in their jurisdiction to legislative mandates for reducing ethnic isolation.
- B. To coordinate and operate a minimum of 50 Indian Studies In-service Teacher training efforts designed to reduce ethnic isolation in school attitudes and curricula and assist in the establishment of local certification procedures for same.
- C. To establish positive, productive communication processes between minority communities and local school staff by means of human relations and conflict resolution technical assistance.
- D. To generate awareness of the impact and extent of the sex stereotyping in Montana schools and establish a regional resource training network for Title IX compliance by 250 of the districts receiving financial assistance.
- E. To assist school districts in the location of, application for and utilization of funds available to rural schools attempting to address problems of ethnic isolation and sex stereotyping.

The Equal Learning Opportunities Program has provided invaluable leadership and support to educators in their efforts to assure equal educational opportunities for all students in Montana.

6. Title IX Institute (Ongoing)

A leader in Montana's efforts to eliminate sex discrimination in education is the Title IX Institute at Rocky Mountain College--Striving for Equality in Education. S.E.E. is funded through the Office of Education and is the only such program in Region VIII.

"The Institute...seeks to work with school boards, district administrative personnel, instructional staff, and guidance counselors concerning the ramifications of Title IX as it relates to their school districts."

The project serves as a resource to forty school districts in Montana and Wyoming and provides in-service training and resource materials. Staff at the Institute are available to provide assistance to educators relative to employment practices, classroom materials, teaching methods, extra-curricular activities, athletic programs and curriculum evaluation.

Their first year of operation terminates June, 1977, and the Institute is now awaiting approval on an application for continued funding.

7. Women in Educational Administration (Ongoing)

In 1976, a need was recognized for an organization to solidify and promote efforts to increase the number of women in school administrative positions in Montana. To meet this need, Women in Educational Administration was formed. The organization seeks to accomplish the following objectives:

1. To encourage MEA to promote women in educational administration
2. To seek community support for women educational administrators
3. To enlist legislative support
4. To work for nondiscriminatory criteria for employment
5. To encourage the institutions of higher education to train women educational administrators
6. To gather and disseminate information on scholarships and grants
7. To aid counselor awareness of positions for women in educational administration
8. To investigate research on women in educational administration
9. To define the role of an educational administrator

A statewide conference of educators who wish to take steps to accomplish the above objectives will take place for two days in April of 1977. It is hoped that the efforts of this organization will result in an opening of opportunities for female educators in Montana.

8. Focus on Women (Ongoing)

The Focus on Women project at Montana State University in Bozeman has sought to provide counseling, encouragement, and support to Montana women of all ages since its inception two and one-half years ago. Originally funded through a Title I: Innovative Programs for Higher Education grant, it now receives its operating funds from three sources--Montana Committee for the Humanities, Montana State University and the General Assistance Center in Utah.

At the secondary level, the project seeks to increase students' awareness of opportunities in nontraditional careers. It also makes available information on financial resources for continuing education, methods for upgrading skills, and acts as a placement and referral resource.

Beyond the secondary level, it offers assistance to women wishing to enlarge and/or enrich their lives--whether it be by exploring new directions, upgrading skills long out of use or gaining new skills and experiences. Focus on Women offers special courses through the University for women and men who find themselves well beyond the typical student age and background. It utilizes testing and counseling resources at the University in assisting women in selecting alternative paths leading to new careers.

To serve women in communities outside the Bozeman area, the Staff of Focus on Women will readily respond to requests for assistance on an outreach basis. They will meet with a local coordinator to design a program to meet the needs of women unable to travel to the Montana State University campus.

Finally, the Project serves all Montana women by hosting an annual state-wide conference where national leaders seek to inform Montana citizens on issues being explored in other parts of the country.

9. Additional Educational Efforts (Ongoing)

Special efforts to assure full development of educational potential and equality of educational opportunities for all Montana students have been ongoing since 1972 when the new State Constitution was adopted. Two major programs were initiated which are still greatly influencing state-level educational administration.

The first was a study of basic quality education defined as "a process which can enable students to transform their potential into actuality." The eight dimensions of basic quality education were defined by the Montana Board of Education in 1975 as:

1. communicating ideas, knowledge, thoughts and feelings;
2. developing personal responsibility;
3. finding joy in learning;
4. reasoning critically and creatively;
5. being effective in a changing world;
6. assuming social responsibility;
7. learning who they are becoming; and
8. furthering their creative ability.

The second effort was the Montana Educational Assessment Program which resulted, in its first phase, in Montanans' Goals for Education. Fifteen goals were set that are being used "as an indication of desirable outcomes of the educational experience." They include such items as,

"learned their career opportunities and capabilities"
and "developed an understanding of their individual
role and the roles of others as members of a family."

Combined, the dimensions outlined for a basic quality education and desired outcomes of the educational experience,

"reflect a preference on the part of the people of
Montana for a humane educational system designed to
prepare each individual student to live a productive,
responsible, creative, satisfying life."

To enable school districts in Montana to develop new projects to meet the goals of the Montana Educational Assessment and Basic Quality Education Programs, funds have been set aside under Part C of E.S.E.A. Title IV funds. Five types of grants are available on a competitive basis to school districts to meet a variety of needs--adoption, incentive, innovation, demonstration site and basic quality education grants.

During fiscal year 1978 approximately \$474,000 will be available for projects under the above grants. To apply for funds, four main criteria need to be met by the proposed project:

1. must be student-related;
2. must be adoptable by other schools (statistical evidence that it is a benefit to students);
3. must be cost-effective (reasonable in cost); and
4. must be exportable (easily transferable to another school).

E.S.E.A. Title IV personnel at the Office of Public Instruction will provide additional information and assistance to district educators who wish to apply for funding.

10. General Assistance Center (Ongoing)

The General Assistance Center is funded by the U. S. Office of Education to provide resources and services to school districts in Region VIII which includes Montana. Some of the services available to educators in Montana are to:

1. "Assess the specific needs of individual schools with respect to race or sex discrimination;
2. Develop new administrative structures to accommodate changes associated with race or sex discrimination;
3. Develop positive attitude sets and behavior patterns in school personnel towards culturally different students and female students; and to
4. Develop nonsexist, nonracist curriculum materials for classroom use."

The Center is able to offer personal assistance through all phases of project development--from initial proposal writing through actual program evaluation.

Resources available through the Center include consultants in a wide array of fields, library of curriculum materials, audio-visual materials, bibliography on sexism in the schools and a bimonthly newsletter. It is a resource being used by personnel in Montana in their efforts to eliminate sex bias and sex role stereotyping in education.

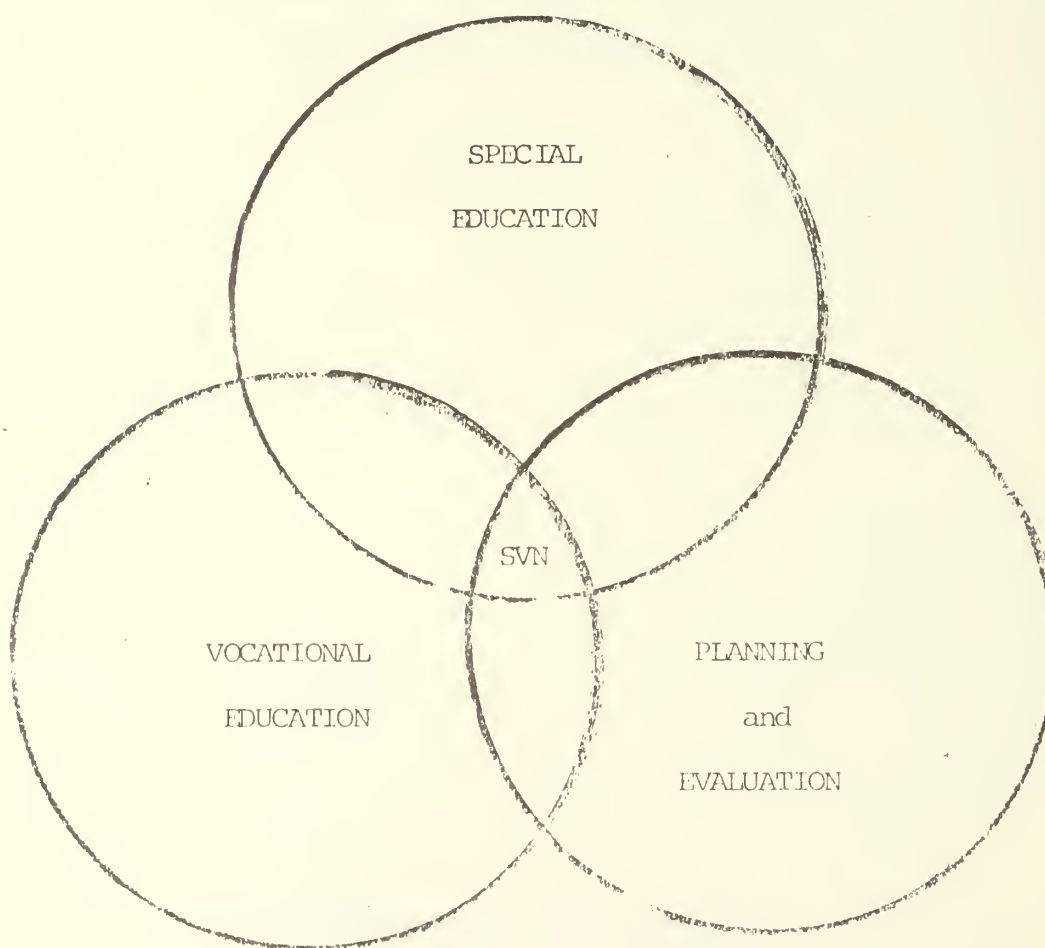
APPENDIX K

MODEL FOR COORDINATING SPECIAL EDUCATION
and
SPECIAL VOCATIONAL NEEDS PROGRAMS

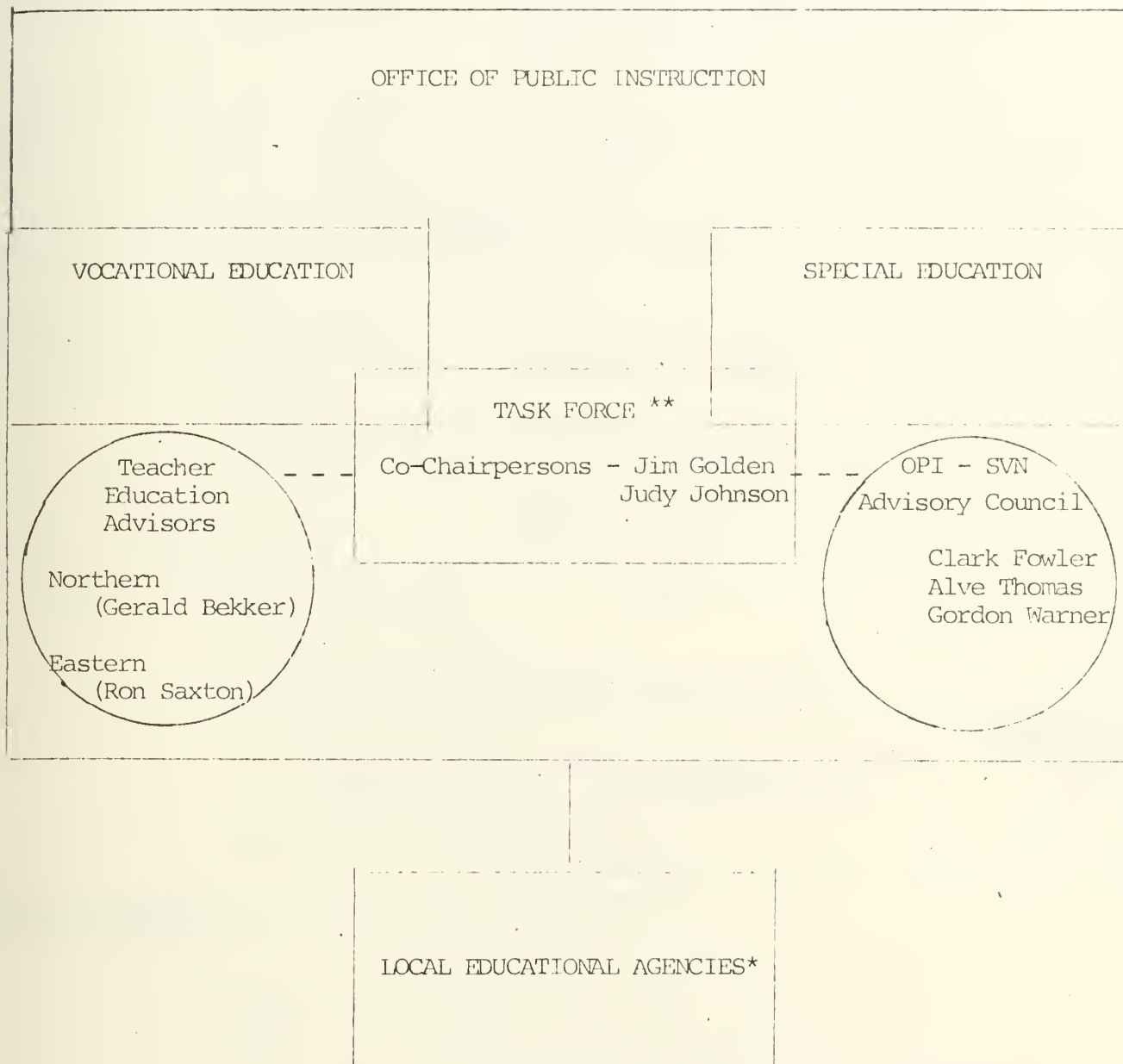
Office of Public Instruction
Georgia Rice, Superintendent

OBJECTIVE: COORDINATION OF SPECIAL EDUCATION AND VOCATIONAL EDUCATION FUNCTION
IN THE OFFICE OF PUBLIC INSTRUCTION IN DELIVERING SERVICES TO LEARNERS
WITH SPECIAL VOCATIONAL NEEDS.

MODEL FOR COORDINATING OFFICE OF PUBLIC INSTRUCTION
UNITS



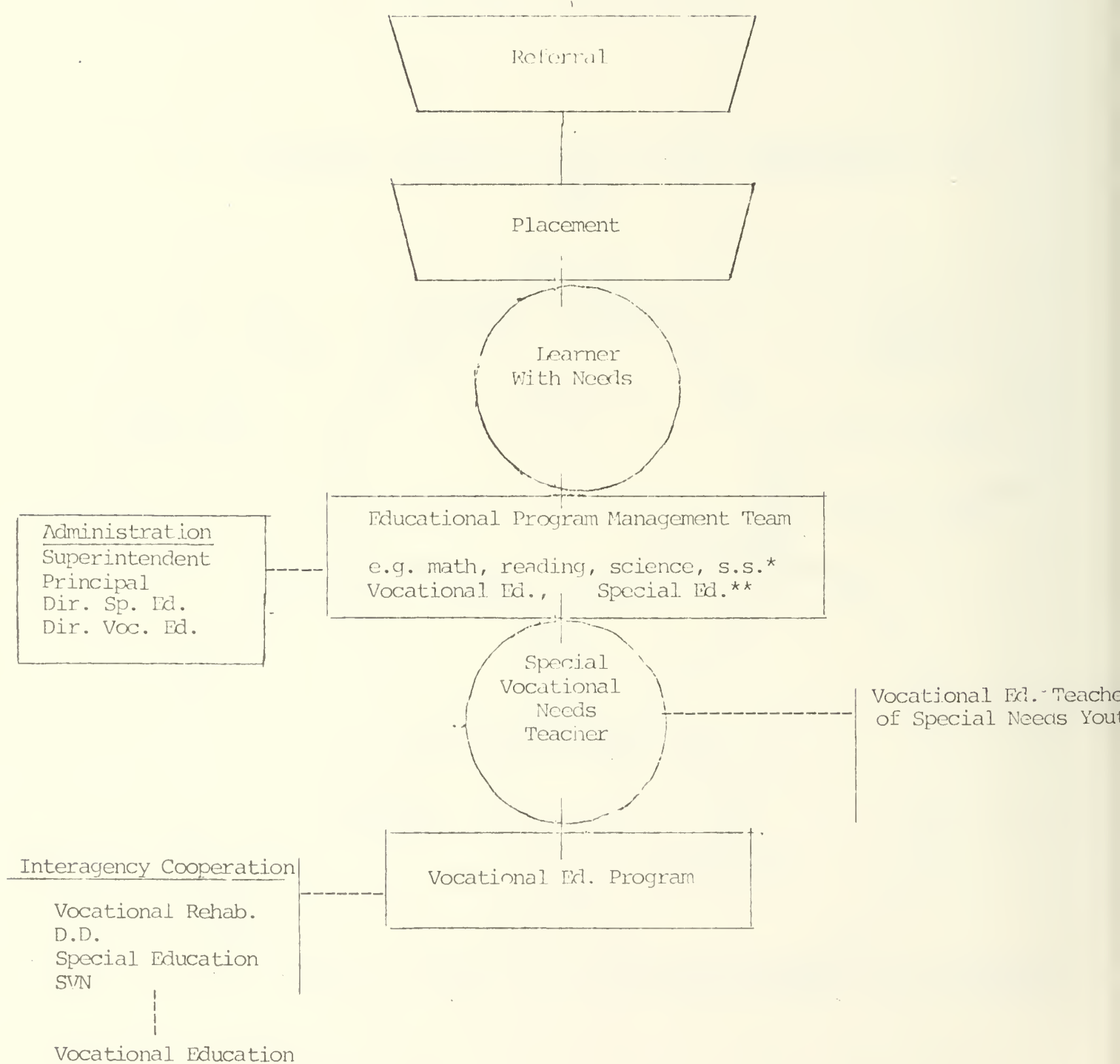
MODEL OF ORGANIZATION SPECIAL EDUCATION - VOCATIONAL EDUCATION TASK FORCE



*See Application Model

**Function is to facilitate this coordination

APPLICATION MODEL



* See Inservice Model

** See Pre-Service Model

In-service Model for both Vocational Ed. and Special Ed.*

Content Areas:

1. Introduction and Orientation to Special Needs Youth

Non-Decision	Primarily for Vocational Ed.
Due Process	Disadvantaged Area especially for Special Education
2. Development and Implementation of SVN Programs
 - A. Curriculum Modification
 - B. Learning Style Analysis
 - C. Learning Process
 - D. Actual Development of Program

Concept, principal, perceptual motor
3. Special Needs Youth and Career Education

Career Ed., TAP program, job analysis, career selection,
community resources, special education teacher.

Delivery Model

1. Summer Workshop

Northern - Eastern
2. Personal Contact Workshops
 - a. Higher Ed. - OPI - Gerld's Grant
 - b. Vocational Ed. - Special Ed. Team Concept
3. Area teams or Cadres of teachers.

Funding Sources for Inservice

1. Grant
2. Vocational Education (EPDA) Part C. Money
3. SVN
4. Possibility: Amended Special Education State Plan, Part D

Funding Sources for Programs

1. Special Education
2. Vocational Education

* Follow up after the inservice will be provided.

Pre-service Model for delivery for both Vocational Ed. and Special Ed.

1. Training Institution

A. Integration

or

B. Class Specific

or

C. Combination

and

D. Field Experience (in combination of A or B)

(This model has not yet been defined, action to date: Higher Ed. Consortium Topic)

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HUBBENA 546491



GEORGIA RICE
~~XXXXXXXXXXXXXXXXXXXX~~
 Superintendent of
 Public Instruction

March 25, 1977

To: District Superintendents

From: Gordon E. Warner, ~~Assistant~~ Superintendent/Director for Vocational and Occupational Services

Re: Vocational Education Program Applications - Fiscal Year 1978

Enclosed are application forms and instructions necessary to apply for federal and/or state vocational education funding. Utilize the enclosed guide, "Forms and Procedures for Submitting Vocational Education Programs", when completing applications for the 1977-78 school year.

Application forms have been revised this year to conform to our new federal legislation, Title I of the Education Amendments of 1976 (P.L. 94-482). Only application forms for regular and cooperative programs have been included in this mailing. If you desire to submit a proposal for special programs (disadvantaged, handicapped, research, exemplary/innovative, curriculum development, vocational guidance, vo-ed personnel development, support services and supplemental) you must request the appropriate forms from this office.

If you need assistance in completing the applications or forms, please contact the following staff members in the State Superintendent's office via the toll free education hotline, 1-800-332-3402:

Leonard Lombardi.....	Agriculture
Barbara Robertson.....	Distributive and Cooperative
Barbara Crebo.....	Health Occupations and Vo-Ed Personnel Development
Flora Martin.....	Consumer and Homemaking and Wage Earning Home Economics
Dee Elston.....	Business and Office
Jeff Wulf.....	Technical, Trade and Industrial and Energy
Jim Golden.....	Disadvantaged, Handicapped and Exemplary
Larry Johnson.....	Research
Betty Lou Hoffman.....	Support Services (includes programs to overcome sex bias)
Ross Wagner.....	Curriculum Development
Neal Christensen.....	Vocational Guidance

GEW:mfp
Enclosures

F4102-023001-3/77

To be eligible for vocational education funds, each local educational agency must prepare and present to the Board of Public Education, a plan for vocational education programs. Please utilize the following forms and guidelines in preparing your applications. All applications are due in our office by April 18, 1977 except as noted. Additionally, applications for adult vocational education programs may be submitted two weeks prior to the start of the program.

Form No.	Title	Directions
F4025	Local Plan for Vocational Education	Submit for participation in funded vocational education programs. The local plan narrative should include <u>all</u> vocational education programs planned for the five-year planning period. Do <u>not</u> write <u>separate</u> narratives for each program area.
F1701	Proposal for Vocational Education Program	Submit for each regular and cooperative vocational education program (agriculture, distributive, health occupations, consumer and homemaking, home economics wage earning, business and office, technical, trade and industrial, and energy--postsecondary only).
F1703	Authorization of Vocational Education Personnel	Submit for vocational education personnel (and teacher aides) not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
F1704	Instructional Schedule and Enrollment Report	Submit for vocational education personnel (and teacher aides). Forms will be mailed to schools in the fall.
In addition to the above, the following applications must be completed for special programs.		
F1707	Addendum for Cooperative Vocational Education Program	Submit, with applicable F1701, for each cooperative program.
*F6242	Proposal for Related Vocational Education Programs and Services	Submit for each research, exemplary and innovative, curriculum development, vocational guidance, vo-ed personnel development and support services program.
*F4993	Supplementary Proposal for New and Upgrading Vocational Education Programs	Submit when applying for assistance for the establishment of new vocational education programs and to expand or upgrade existing programs.
*F4997	Proposal for Disadvantaged/Handicapped Vocational Education Program	Submit for each disadvantaged or handicapped vocational education program. May be submitted at a later date with the assistant superintendent/director's prior written approval.

*Application forms for these programs must be requested from the state office. You may call our toll free line, 1-800-332-3402.

Refer to the following material in completing vocational education applications.

F3027	Definitions of Vocational Education Terms	Definitions and explanations of various vocational education terms and priorities.
F498	Accounting Codes for Vocational Education Programs Other than Postsecondary Vocational-Technical Education Center Programs	Explanations of budgeting and accounting codes.
F6252	U.S. Office of Education Occupational Codes and Titles	Explanations of occupational codes and titles used by the Office of Education for reporting purposes.
F4994	Criteria for Approval, Supplementary Proposal for New and Upgrading Vocational Education Programs	Selection procedures and guidelines for approval of programs.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

LOCAL PLAN FOR
VOCATIONAL EDUCATION
Fiscal Year 1978

Due: April 18, 1977

Directions:

1. The principal and vocational education staff of each school, under the general direction of the district superintendent and with the advice of the local advisory council, should develop this plan for vocational education.
2. After approval by the local board of trustees, the district superintendent should submit two copies to the Assistant Supt./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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This annual and five-year plan covers the following vocational education programs (check appropriate items).

Course Code	Programs	Level		
		S	PS	A
01.	Agriculture			
04.	Distributive			
07.	Health Occupations			
09.01	Consumer and Homemaking			
09.02	Home Economics Wage Earning			
14.	Business and Office			
16.	Technical			
17.	Trade and Industrial			
	Disadvantaged			
	Handicapped			

Programs	Level		
	S	PS	A
Cooperative			
Energy (postsecondary only)	xx		xx
Support Services			
Research			
Exemplary and Innovative			
Curriculum Development			
Vocational Guidance			
Vo-Ed Personnel Development			

GENERAL INFORMATION. Submit one narrative covering all vocational education areas, using the following outline. Do not submit separate narratives for each program area.

I. VOCATIONAL EDUCATION NEEDS

Describe the vocational education needs of potential students in the area served and indicate how, and to what extent, the programs proposed in the application will meet such needs for the five-year planning period (1978-82).

II. ADDITIONAL SERVICES

Describe any additional services that you anticipate needing to provide for students during the five-year period. (Example: special services for the handicapped or disadvantaged students, assistance for students with limited English-speaking ability, programs to overcome sex bias, etc.) Are there any needs you anticipate not being able to meet?

III. INSTRUCTIONAL CHANGES

Briefly describe any instructional changes you are planning during the five-year period. (Example: use of cooperative, individualized instruction and simulation teaching methods, etc.)

PROGRAM EVALUATION

Describe specifically methods of evaluation you will employ which will assure that the overall programs meet student needs and community/area employment demands, including labor market demands and evaluations by employers, students, advisory councils, Office of Public Instruction and Northwest Association of Schools and Colleges. How have the findings of any evaluations of programs operated during previous years been used to develop the programs proposed in the application? Each school must participate in the Montana Vocational Education Information System.

LOCAL ADVISORY COUNCIL

Provide a list of the members of your local advisory council for vocational education, including name, occupation, home address and telephone number. (Members of the local board of trustees shall not serve on the advisory council. Membership should include representatives of business, industry, labor and education and training.) Describe how the advisory council is used to assist the school in determining the current job needs and relevancy of courses being planned to meet such needs.

PROGRAM DATA

Provide data for each requested and projected vocational education program for the five-year planning period, as per Attachment A.

VOCATIONAL GUIDANCE

Describe provisions to assure adequate vocational guidance, such as procedures for selecting and testing students, placement services, job referral, follow-up, counselor qualifications and/or needs, etc.

MANPOWER PROGRAMS

Describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973 (CETA), if any, to assure a coordinated approach to meet the vocational education and training needs of the area served.

OTHER VOCATIONAL EDUCATION PROGRAMS

Describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area which are supported by state and local funds.

ASSURANCES

The applicant hereby assures the following in accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P.L. 94-482):

- A. The local educational agency will make an annual report and such other reports to the Board of Public Education, in such form and containing such information, as may be reasonably necessary to enable the Board to perform its duties, and will keep such records and afford such access thereto as the Board may find necessary to assure the correctness and verification of such reports.

3. A local advisory council, composed of representatives of business, industry, labor and education and training has been and will be consulted and involved in the planning, operation and evaluation of the vocational education programs, services and activities described in this application.
- C. Federal funds will not be commingled with state or local funds.
- D. To the extent consistent with the number of students enrolled in nonprofit private schools in the area, whose educational needs are of the type which the program involved is to meet, provision has been made for the participation of such students.
- E. No person shall, on the basis of sex, or the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any vocational education program or activity.
- F. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such federal funds, be made available for vocational education purposes, and in no case supplant such local funds. The aggregate amount or the amount per student to be spent from local funds for vocational education programs, services and activities is equal to the amount spent in the 1976-77 school year.
- G. Federal funds will not be used for any program of vocational education (except personnel training programs under Section 135, renovation programs under Subpart 4 of Part B and homemaking programs under Subpart 5 of this part, which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.
- H. The information contained in this plan is correct and the programs, services and activities approved will be conducted in accordance with program guidelines and the Montana State Plan for Vocational Education.

XI. DISSATISFACTION WITH BOARD ACTION

Any eligible recipient dissatisfied with final action of the Board of Public Education with respect to any application for funds under this Act shall be given reasonable notice and opportunity for a hearing.

XII. AUTHORIZATION

Application is hereby made for vocational education funds available under Title I - Vocational Education of the Education Amendments of 1976 (Public Law 94-482) for vocational education programs and services detailed in the program application.

(Signed) _____
District Superintendent

Date

(Signed) _____
Chairman, Board of Trustees

Date

Estimate the following data for each requested and projected vocational education program, by level.

USOE Instructional Code, Program Title, Activity or Service	Level	Est. for Years	No. of Instruc- tors	Student Enrollments		Student Completions		Instruc- tional Costs	Equip- ment Costs	Books and Supplies Costs	Total Costs
				M	F	M	F				
		77-78									
		78-79									
		79-80									
		80-81									
		81-82									
		77-78									
		78-79									
		79-80									
		80-81									
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		79-80									
		80-81									
		81-82									
		77-78									
		78-79									
		79-80									
		80-81									
		81-82									

Level: S - secondary, PS - postsecondary, A - adult, TT - teacher training

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

PROPOSAL FOR VOCATIONAL
EDUCATION PROGRAM

Project Number (State Use Only)

Due: April 18, 1977

Directions:

1. This proposal should be developed by the administrative and instructional staffs with the advice of the local advisory council and relate to your Local Plan for Vocational Education (F3025).
2. Submit a separate proposal for each occupational title or related group of titles for each instructional level--secondary, postsecondary and adult.
3. This proposal is a planning instrument for determining student and employment needs, funding, location of new programs and is the basis for program evaluation and supervision.
4. District superintendent submit two copies to the Assistant Supc./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted. Upon approval, the total document shall become a contract between the local agency and the Board of Public Education for operation of said program.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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I. TYPE OF PROGRAM (check appropriate item)

<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	Distributive
<input type="checkbox"/>	Health Occupations
<input type="checkbox"/>	Consumer and Homemaking
<input type="checkbox"/>	Home Economics Wage Earning
<input type="checkbox"/>	Business and Office

<input type="checkbox"/>	Technical
<input type="checkbox"/>	Trade and Industrial
<input type="checkbox"/>	Energy (postsecondary only)
<input type="checkbox"/>	Cooperative (attach Form F1707)
<input type="checkbox"/>	
<input type="checkbox"/>	

II. LEVEL OF PROGRAM ☐ Secondary ☐ Postsecondary ☐ Adult

III. TITLE OF PROGRAM Use USOE Code(s) and Title(s)

IV. INSTRUCTOR(S)

Name of Instructor(s)	Length of Contract (Months)	Total 1978-79 Contract Salary*	State Use Only Salary Approved
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
(Attach additional sheets if necessary)		\$	\$
Total		\$	\$

*Total salary, including extended contract.

PROGRAM INFORMATION (Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.)

- A. Estimated number of students to receive training in this program this year. What percent is this of your total school enrollment?
- B. What is the specific occupational goal of this program?
- C. Describe content of program:
 1. List courses, by sequence, showing grade level and prerequisite where applicable.
 2. Provide an outline of each course in the program.
 3. List total credit hours/lecture hours/laboratory hours/clock hours, by course.
 4. Provisions for safety instruction.
- D. What is the total time requirement for the program (e.g., 6 months, 2 years, etc.)?
- E. What are the minimum student performance/proficiency standards for completion of the program?
- F. Describe provisions made for participation of students from nonprofit private schools. How many of these students will be served in this program?
- G. Describe coordination of this program with other vocational education programs in the school and with general academic course offerings (if applicable).
- H. Describe the methods of evaluation you will employ, if other than that described in your Local Plan.
- I. Describe provisions to assure adequate vocational guidance, if other than that described in your Local Plan.
- J. Provide a list of the members of the advisory council for this program, including name, occupation, home address and telephone number, if it is different than the total vocational advisory council listed on the Local Plan. Describe how the advisory council is used to assist the school in determining the current job needs and relevancy of program being planned to meet such needs.
- K. What are student requirements for admission to the program? Physical, age, academic, vocational intent, driver's license, other?
- L. What special kinds of services (instructional aides, staff, equipment, facilities) are available for disadvantaged, handicapped or limited English-speaking students?
- M. What job placement services will be provided?
- N. What student organization activities are to be available (FFA, FHA, DECA, OEA, VICA, VICA-HO)? Describe how these activities are integrated with the training program.
- O. Describe the location, description and adequacy of facilities and equipment to be utilized for this program.

P. If this program uses the cooperative teaching method, please complete and attach Form F1707 (Addendum for Cooperative Vocational Education Program).

Q. Please complete the attached "Estimated Budget".

VI. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education (F3025) are applicable for this program.

(Signed) _____
District Superintendent

_____ Date

(Signed) _____
Program Instructor

_____ Date

ESTIMATED BUDGET

1. Round off figures to nearest dollar.
2. On Item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items		Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for reimbursement
ADMINISTRATION			
08-01-0111	Administrative salaries		
08-01-0150	Other expenses		
TOTAL ADMINISTRATION			
INSTRUCTION			
08-01-0211	Supervisors' salaries		
08-01-1212	Instructors' salaries		
08-01-0213	Clerical salaries		
08-01-0232	Instructional supplies		
08-01-0233	Instructional minor equipment*		
08-01-0251	Other supervisory expenses		
08-01-0252	Other instructional expenses		
08-01-0258	Instructional travel expenses		
08-01-0285	Consultants' fees		
08-01-0288	Consultants' travel		
08-01-0289	Other consultants' expenses		
TOTAL INSTRUCTION			
SUPPORTIVE SERVICES			
08-01-0411	Guidance salaries		
08-01-0413	Clerical salaries		
08-01-0458	Guidance travel expenses		
08-01-0459	Other guidance expenses		
TOTAL SUPPORTIVE SERVICES			
MAINTENANCE OF PLANT			
08-01-0734	Inst. equipment maintenance and repair		
TOTAL MAINTENANCE OF PLANT			
OTHER CURRENT CHARGES			
08-01-1021	Social Security		
08-01-1022	Teachers' retirement		
08-01-1023	Public employees' retirement		
08-01-1024	Unemployment compensation		
08-01-1056	Rental of lands and buildings		
08-01-1057	Insurance		
08-01-1059	Other expenses (specify)		
TOTAL OTHER CURRENT CHARGES			
CAPITAL OUTLAY			
08-01-1164	Instructional major equipment**		
TOTAL CAPITAL OUTLAY			
GRAND TOTAL			

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena 59601	AUTHORIZATION OF VOCATIONAL EDUCATION PERSONNEL	
	Due: Two weeks prior to start of program	

Directions:

1. Submit only for personnel not previously approved or for upgrading personnel.
2. District superintendent submit one copy to the Assistant Supt./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601

Name of Applicant: _____ Date: _____

School: _____ City: _____ ZIP
Code: _____

Vocational Education Program(s): _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional courses completed such as: (philosophy of-, teaching methods of-, adult methods of-, curriculum construction in- and instructional materials in vocational education, and administration of and/or coordinating practices in cooperative vocational education).

Courses		Name of Course	Quarter Credits	Institution
Dept.	Number			

Related occupational experience (*other than teaching*):

Name and Address of Employer	Dates of Employment		Part- Time	Full- Time	Title of Position and Nature of Duties
	From	To			

Signed: _____ Verified by: _____

Applicant

District Superintendent

For Office of Public Instruction use only:

Approval: _____ Date: _____

Provisions: _____ Signed: _____

Level: ☐ Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

INSTRUCTIONAL SCHEDULE AND ENROLLMENT REPORT

Due: Two weeks after
start of program

Assigned Project Number

Directions:

1. District superintendent or chief administrative officer submit one copy to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601 for each professional person or teacher aide in a reimbursed vocational education class.
2. When class and enrollment changes at semester or quarters, submit updated F1704.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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1. TYPE OF PROJECT (See Definitions of Vocational Education Terms--F3027)

Course Code	Vocational Education Projects	Level				Vocational Education Special Projects	Level			
		E	S	PS	A		E	S	PS	
01.	Agriculture					Exemplary				
04.	Distributive					Prevocational				
07.	Health Occupations					Postsecondary Preparatory				
09.01	Consumer-Homemaking					Remedial (Basic Education)				
09.02	Home Economics Wage Earning					Vocational Work-Study				
14.	Business and Office					Handicapped				
16.	Technical					Disadvantaged				
17.	Trade and Industrial					Cooperative (Part G)				

2. DATE PROGRAM STARTS _____ DATE PROGRAM ENDS _____
3. KIND OF INSTRUCTION ☐ Preparatory ☐ Supplementary ☐ Cooperative ☐ Apprenticeship
4. SCHEDULE (Please complete this schedule for entire day. Must correspond with outline submitted on Project Proposal for Vocational Education Program (F1701). Indicate coordination time for cooperative projects.)

	Time		Class Title	Duration (9, 18, 36 weeks)	No. Enrolled		Grade Level	No. Special Needs Students*	Days			
	From	To			M	F			M	T	W	T
1												
2												
3												
4												
5												
6												
7												
8												

If an adult class, indicate total number of hours to be taught _____

5. PERSONNEL INFORMATION

Name _____
Total Travel Budget \$ _____
Total Contract Salary \$ _____

Total Extended Employment Salary, if not included in Total Contract Salary \$ _____
No. Weeks Extended Employment _____

Signed: _____
Administrative Officer

Date: _____

*Special needs students are those who require specially designed educational programs or services to succeed in regular vocational education programs.

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena 59601	ADDENDUM FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAM
Due: April 18, 1977	

Directions:

1. District superintendent submit two copies to the Assistant Supt./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601, with completed Proposal for Vocational Education Program (F1701) applicable to this proposal.
2. Use the following outline in describing the purpose and operation of the cooperative portion of the program. (Attach sheets as necessary.)

Dist. No. <input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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1. If this is a multi-occupation cooperative program, list the occupational areas (by USOE Codes and Titles) which the coordinator will coordinate.
2. Name of coordinator
3. Number of coordination periods per day
4. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and wages?
☐ Yes ☐ No
5. Does the program provide for liability and industrial insurance protection?
☐ Yes ☐ No
6. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.
7. Describe additional costs to students and/or employers for participation in this program (if applicable).
8. Describe the procedures used to assure the placement of cooperative vocational education students will not displace regularly employed workers.
9. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.
10. Attach a sample copy of the cooperative training evaluation form(s) to be used.

(Signed)

Teacher-Coordinator

Date

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena 59601	PROPOSAL FOR RELATED VOCATIONAL EDUCATION PROGRAMS AND SERVICES	Project Number (State use only)
Due: April 18, 1977		

Directions:

1. This proposal should be used for the following programs and services: Research, Exemplary and Innovative, Curriculum Development, Vocational Guidance, Vocational Education Personnel Development, Support Services and Vocational Teacher Training.
2. This proposal should be developed by the administrative and instructional staffs with the advice of the local advisory council and relate to your Local Plan for Vocational Education (F3025).
3. District superintendent submit two copies to the Assistant Superintendent/Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No. <input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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I. TYPE OF PROGRAM AND/OR SERVICE

<input type="checkbox"/>	Research
<input type="checkbox"/>	Exemplary and Innovative
<input type="checkbox"/>	Curriculum Development
<input type="checkbox"/>	Teacher Training

<input type="checkbox"/>	Vocational Guidance
<input type="checkbox"/>	Vo-Ed Personnel Development
<input type="checkbox"/>	Support Services

II. LEVEL OF PROGRAM (if applicable)

☐ Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training

III. TITLE OF PROGRAM

IV. PROGRAM INFORMATION (Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.)

A. Objectives

Describe the specific objectives to be achieved in this program. These objectives should be sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.

B. Activities and Procedures

Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished. Describe any unusual features of the project, such as technological innovations, reductions in cost or time, or extraordinary social and community involvement. Provide quantitative quarterly projections of the accomplishments to be achieved, when applicable, or list them in chronological order to show the schedule of accomplishments and their target dates.

C. Participants

Estimated number of participants in this program. If the program is designed to meet the needs of target groups, please identify these groups.

Describe provisions made for participation of students from nonprofit private schools. How many of these students will be served in this program?

D. Coordination

Describe coordination of this program with other vocational education programs, academic programs, and other related programs, both in school and out.

E. Advisory Council

Provide a list of the members of the advisory council for this program, including name, occupation, home address and telephone number, if it is different than the total vocational advisory council listed on the Local Plan. Describe how the advisory council and other groups (if applicable) are used in determining the need and relevancy of this program.

F. Evaluation

Describe the methods of evaluation you will employ, if other than that described in your Local Plan.

G. Facilities and Equipment

Describe the location, description and adequacy of facilities and equipment to be utilized for this program. Describe any special equipment, physical facilities and similar advantages available to the applicant agency which would aid in the conduct of the program.

H. Personnel

Provide the following information regarding each professional person who will be participating in this project (such as project director, instructor, teacher aide, etc.).

1. Name
2. Duties for this project
3. Proposed time commitment to this project (percent of total time)
4. Proposed time commitment to other projects--specify (percent of total time)
5. Complete Form F1703 (Authorization of Vocational Education Personnel)

I. Dissemination of Results

Describe the plan for statewide dissemination of results of this project. Results of the project must be submitted to the Department of Vocational and Occupational Services within 45 days of the completion date of the project.

J. Estimated Budget

Use the forms provided to submit an estimated budget for the program.

K. Additional Information (Research Only)

The applicant must demonstrate a reasonable probability that the project will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such project.

L. Additional Information (Exemplary/Innovative Only)

Priority shall be given to programs designed to reduce sex stereotyping in vocational education. Please indicate, for the final funding year of your project, the proposed disposition of the program following the cessation of Federal support and the means by which the program, if successful, will be continued and expanded.

M. Additional Information (Curriculum Development Only)

The applicant must demonstrate a reasonable probability that the project will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such project.

N. Additional Information (Teacher Training Only)

1. Please provide an assurance that funds received by the institution will be deposited in a fund allowing expenditures only when authorized by the department submitting the proposal.
2. After you are notified of approval of tentative budget figures you will be asked to submit a detailed budget specifying expenditures and activities.
3. In reference to Part H, funding will be approved only for professional courses and activities that are required for teacher trainees. Basic skill courses and administrative time will not be approved. Attach teaching schedule.
4. Please estimate for the year (1) the number of preservice enrollees, by class, and average number of clock hours of training received, (2) the number of graduates who will enter the teaching profession, and (3) the number of teachers receiving inservice training.
5. Please refer to the "Guidelines for Teacher Education Programs".

V. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education (F3025) are applicable for this program.

(Signed) _____
District Superintendent

Date

(Signed) _____
Program Instructor

Date

1. Round off figures to nearest dollar.
2. On Item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY
		Budget Approved for reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisors' salaries		
08-01-1212 Instructors' salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0258 Instructional travel expenses		
08-01-0285 Consultants' fees		
08-01-0288 Consultants' travel		
08-01-0289 Other consultants' expenses	/	
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel expenses		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance and repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1024 Unemployment compensation		
08-01-1056 Rental of lands and buildings		
08-01-1057 Insurance		
08-01-1059 Other expenses (specify)		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

SUPPLEMENTARY PROPOSAL FOR
NEW AND UPGRADING VOCATIONAL
EDUCATION PROGRAMS

Project Number (State Use Only)

Due: April 18, 1977

Directions:

1. This proposal should be developed by the administration and instructional staffs with the advice of the local advisory council and relate to your Local Plan for Vocational Education (F3025) and Proposal(s) for Vocational Education Program (F1701).
2. District superintendent submit two copies to the Assistant Supt./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No. <input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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I. TITLE OF PROGRAM Use USOE Code(s) and Title(s) of applicable program(s)

II. LEVEL OF PROGRAM ☐ Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training

III. GENERAL PURPOSE (Use the following outline in writing a narrative to communicate the purpose of this proposal.)

- A. Describe the need for supplementary funds and how they will be utilized in your school. Include a statement indicating present and future economic conditions affecting the need for financial assistance, commitment of the board of trustees (such as minutes, written statements, etc.).
- B. Describe what effect this assistance will have on your program(s); including improvements to be made in curriculum, facilities, equipment, increased enrollments, benefits to school and community.
- C. Describe what evaluation will be made of this supplementary proposal; written documentation must be submitted annually for three years to the state office.
- D. Provide assurance that project effects and results will be shared (in total or in part) with other schools, Office of Public Instruction staff, the community and/or others.
- E. The assurances contained in the Local Plan for Vocational Education (F3025) are applicable to this proposal.
- F. Complete the attached "Budget for Major and Minor Equipment".

(Signed)

Chairman, Board of Trustees

Date

District Superintendent

Date

Program Instructor

Date

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description	Quantity	Total Cost
			\$
Major Equipment Total			\$

List all minor instructional equipment to be purchased having a unit cost of less than \$300.

Name of Equipment	Description	Quantity	Total Cost
Minor Equipment Total			\$
Grand Total			\$
Total Approved by OPI			\$

(Attach additional sheets as necessary.)

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena 59601	PROPOSAL FOR DISADVANTAGED/HANDICAPPED VOCATIONAL EDUCATION PROGRAM	Project Number (State use only)
Due: April 18, 1977		

Directions:

1. This proposal should be developed by the administrative and instructional staffs with the advice of the local advisory council and relate to your Local Plan for Vocational Education (F3025).
2. District superintendent submit two copies to the Assistant Supt./Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School <input type="checkbox"/> Other	County	City	ZIP Code	School
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I. TYPE OF PROGRAM ☐ Disadvantaged ☐ Handicapped

II. LEVEL OF PROGRAM ☐ Secondary ☐ Postsecondary ☐ Adult

III. PROPOSAL (Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.)

A. Title Page

The title page for the proposal will contain the information listed below.

Project Title: (The title should be concise, descriptive and as specific as possible. Avoid technical terms that are obscure.)

Applicant Organization: (Name and mailing address of applicant agency or organization.)

Submitted by: (Name and position of the authorized official submitting application. If the application is submitted jointly by two or more agencies, authorization by each agency is required.)

Telephone Number: (Telephone number of official submitting the application.)

Project Director: (Name, position and mailing address of the project director, if different from person submitting the application.)

Federal Funds Requested: \$_____ (First Year)

\$_____ (Second Year)

\$_____ (Third Year)

\$_____ (Total)

Duration: (Proposed beginning and ending dates.)

B. Background Data

1. State whether this or a similar proposal was previously submitted to this or another agency. If so, when and to whom.
2. State whether this is a proposed extension, continuation or addition to a project previously or currently supported by this or another agency. If so, identify the original project.
3. State the names and titles of all Office of Public Instruction staff members previously contacted in connection with the development of this proposal (if any).

C. Body of the Proposal

1. Problem

Identify the problem area(s) toward which the project is directed as it relates to enabling special needs students to successfully complete training resulting in employment or advancement to more technical vocational training.

2. Objectives

Describe the overall nature of the project and list the specific objectives to be achieved, as they relate to the problem area(s) discussed above. Describe the materials and methods to be used and explain how they will be adapted, combined and utilized in the project. The objectives should be sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.

3. Procedures

Describe the procedures to be used to achieve each objective of the proposed project. The procedures should relate to all, or any combination of (a) instructional services, (b) supportive services, (c) facilities and equipment, (d) recruitment and enrollment, (e) job placement and follow-up, and (f) indirect costs essential to the program.

4. Time Schedule

In chronological order, indicate the approximate length of time required for each aspect of the project and show relationships among actions, events and products, together with scheduled completion dates. A network analysis chart (PERT or other type) should be included here. Minimum student performance/proficiency standards for completion of the program should also be included, as well as the total time requirement for the program (e.g., 6 months, 2 years, etc.).

5. Facilities and Equipment

Describe the location, description and adequacy of facilities and equipment to be utilized for this program. Describe any special equipment, physical facilities and similar advantages available to the applicant agency which would aid in the conduct of the program.

6. Guidance and Job Placement

Describe provisions to assure adequate vocational guidance, if other than that described in your Local Plan. What job placement services will be provided?

7. Evaluation

Describe arrangements which have been or will be made to select an independent agency to conduct a third-party evaluation. Outline the evaluation plan which is to be carried out by that agency in order to: (a) determine the extent to which the objectives of the project have been accomplished; (b) determine what factors either enabled or precluded the accomplishment of these objectives; and (c) promote the inclusion of the successful aspects of the program into ongoing programs supported with funds other than those provided under this project. The third-party evaluation must be completed by the end of the fiscal year and a copy sent to the Department of Vocational and Occupational Services.

8. Coordination With Other Programs

Describe coordination of this program with other vocational education programs, special education programs, vocational rehabilitation programs, academic programs, and other related programs, both in school and out.

9. Advisory Council

Provide a list of the members of the advisory council for this program, including name, occupation, home address and telephone number, if it is different than the total vocational advisory council listed on the Local Plan. Describe how the advisory council and other groups (if applicable) are used to assist the school in determining the need and relevancy of this program.

10. Participants

Estimate number of students to participate in this program this year, with categories of disadvantage/handicap. What percent is this of your total enrollment?

Describe provisions made for participation of students from nonprofit private schools. How many of these students will be served in this program?

11. Personnel

Provide the following information regarding each professional person who will be participating in this project (such as project director, instructor, teacher aide, etc.).

- a. Name
- b. Duties for this project
- c. Proposed time commitment to this project (percent of total time)
- d. Proposed time commitment to other projects--specify (percent of total time)
- e. Complete Form F1703 (Authorization of Vocational Education Personnel)

12. Board Commitment

Attach a photo copy of an official policy resolution passed by the board of trustees of the participating local educational agency or the governing board of other agencies affirming support of this program.

D. Handicapped Assurance Only

Describe procedures for assuring that handicapped programs have been planned and coordinated with the state plan filed under the Education of the Handicapped Act.

E. Estimated Budget

Use the forms provided to submit an estimated budget for the program.

F. Tables

Tables 1 and 2 are to be used in presenting statistical information on the disadvantaged and handicapped based on the classification systems provided in the guidelines in the State Plan. Table 1 or 2, as applicable, should be completed and submitted to the Assistant Superintendent/Director for Vocational and Occupational Services no later than two weeks after the program is implemented.

III. AUTHORIZATION

Application is hereby made for vocational education funds available under Title I - Vocational Education of the Education Amendments of 1976 (P.L. 94-482).

The assurances contained in the Local Plan for Vocational Education (F3025) are applicable for this program.

(Signed)

District Superintendent

Date

Chairman, Board of Trustees

Date

Project Director/Instructor

Date

ESTIMATED BUDGET

1. Round off figures to nearest dollar.
2. On Item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items		Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for reimbursement
ADMINISTRATION			
08-01-0111	Administrative salaries		
08-01-0150	Other expenses		
TOTAL ADMINISTRATION			
INSTRUCTION			
08-01-0211	Supervisors' salaries		
08-01-0212	Instructors' salaries		
08-01-0213	Clerical salaries		
08-01-0232	Instructional supplies		
08-01-0233	Instructional minor equipment*		
08-01-0251	Other supervisory expenses		
08-01-0252	Other instructional expenses		
08-01-0258	Instructional travel expenses		
08-01-0285	Consultants' fees		
08-01-0288	Consultants' travel		
08-01-0289	Other consultants' expenses		
TOTAL INSTRUCTION			
SUPPORTIVE SERVICES			
08-01-0411	Guidance salaries		
08-01-0413	Clerical salaries		
08-01-0458	Guidance travel expenses		
08-01-0459	Other guidance expenses		
TOTAL SUPPORTIVE SERVICES			
MAINTENANCE OF PLANT			
08-01-0734	Inst. equipment maintenance and repair		
TOTAL MAINTENANCE OF PLANT			
OTHER CURRENT CHARGES			
08-01-1021	Social Security		
08-01-1022	Teachers' retirement		
08-01-1023	Public employees' retirement		
08-01-1024	Unemployment compensation		
08-01-1056	Rental of lands and buildings		
08-01-1057	Insurance		
08-01-1059	Other expenses (specify)		
TOTAL OTHER CURRENT CHARGES			
CAPITAL OUTLAY			
08-01-1164	Instructional major equipment**		
TOTAL CAPITAL OUTLAY			
GRAND TOTAL			

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

DEFINITIONS OF VOCATIONAL EDUCATION TERMS

ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons 16 years of age or older who have completed or left high school; are employed or underemployed and who need training or retraining (less than 25 hours per week) to enter the labor market or to achieve stability or advancement in employment. Consumer and homemaking enrichment courses are included under this definition. Training may include supplemental, apprentice and short-term preparatory programs.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

CURRICULUM DEVELOPMENT PROGRAM includes the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs (disadvantaged and handicapped); and the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

DISADVANTAGED PROGRAM is designed for persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

DISTRICT SUPERINTENDENT, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.

ENERGY EDUCATION PROGRAM means a program for the training of miners, supervisors, technicians (particularly safety personnel) and environmentalists in the field of coal mining and coal mining technology. Programs may be conducted at the postsecondary institutions only. Programs may also include training of individuals needed for the installation of solar energy equipment, including training necessary for the installation of glass paneled solar collectors and of wind energy generators, and for the installation of other related applications of solar energy.

EXEMPLARY PROGRAM means a program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) programs of effective vocational education for individuals with limited English-speaking ability; (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including--(a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations; and (b) programs and

projects to facilitate the participation of employers and labor organizations in post-secondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education.

HANDICAPPED PROGRAM is designed for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.

INSTRUCTIONAL LEVELS: S - secondary, PS - postsecondary, A - adult, TT - teacher training

LOCAL ADVISORY COUNCIL means a group composed of members of the general public, especially of representatives of business, industry, labor, education and training, organized to provide the local educational agency with advice on current job needs and the relevancy of courses being offered by such agency in meeting such needs. Policy requires that each program have a program advisory committee. These committees may be subcommittees of the total local vocational education advisory council.

LOCAL EDUCATIONAL AGENCY means a board of trustees or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

POSTSECONDARY VOCATIONAL EDUCATION PROGRAM is designed for persons who have completed or left school, are 16 years of age or older, and desire full-time study in a vocational education program, which includes grades 13 and 14.

RESEARCH PROGRAM includes (1) applied research and development in vocational education; (2) experimental, developmental, and pilot programs designed to test the effectiveness of research findings, including programs to overcome problems of sex bias and sex stereotyping; (3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin; (4) projects in the development of new careers and occupations, such as--(a) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another; (b) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons in the fields described in subparagraph(a), including programs to prepare professionals (including administrators) to work effectively with aides; and (c) projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and (5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

SUPPORT SERVICE PROGRAMS means skill assessment, employment counseling, job placement and follow-up services for persons from the following target groups; (1) persons who had been solely homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; (4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and (5) women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

VOCATIONAL EDUCATION PROGRAM means an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAM means a program designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel.

VOCATIONAL GUIDANCE means those activities which assist students in; (1) identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation; (2) identifying such information on specific occupations that fit their interests and abilities, as (a) nature of the work; (b) training and qualifications required, (c) employment outlook, (d) earnings and working conditions, and (e) places of employment; and (3) developing skills in decision making that will enable them to choose an occupation that will meet their needs and allow them to develop their full potential.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

ACCOUNTING CODES FOR VOCATIONAL
EDUCATION PROGRAMS OTHER THAN POSTSECONDARY
VOCATIONAL-TECHNICAL CENTER PROGRAMS

This accounting code should be used for other than vocational-technical education center programs in preparation of the estimated budget for vocational education projects and when preparing your reimbursement claim.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. IN NO CASE SHOULD AN EXPENDITURE OR COMMITMENT TO PURCHASE BE MADE PRIOR TO PROJECT APPROVAL.

ADMINISTRATION: Activities dealing directly with the administration of vocational education programs and activities.

08-01-0111 Administrative salaries. Gross salaries of professional general administrative personnel.

08-01-0150 Other expenses. Expenses for the general administrative offices.

INSTRUCTION: Activities dealing directly with supervision of instructional personnel, such as local directors of vocational education programs, and with the teaching of students under the definition of the vocational education program.

08-01-0211 Supervisors' salaries. Gross salaries of professional supervisory personnel.

08-01-0212 Instructors' salaries. Gross salaries of instructional personnel.

08-01-0213 Clerical salaries. Gross salaries of secretarial and clerical personnel for instructional staff.

08-01-0232 Instructional supplies. Expenditures for all supplies constructively consumed in the teaching-learning process.

08-01-0233 Instructional minor equipment. Expenses for the purchase of instructional equipment having a unit cost of less than \$300.

08-01-0251 Other supervisory expenses. All other supervisory expenses.

08-01-0252 Other instructional expenses. All other instructional expenses.

08-01-0258 Instructional travel expenses. Expenses for approved instructional travel.

08-01-0285 Consultants' fees. Expenses for approved consultant's fees.

08-01-0288 Consultants' travel. Expenses for approved consultant's travel.

08-01-0289 Other consultants' expenses. All other consultant's expenses.

SUPPORTIVE SERVICES: Activities dealing directly with the guidance of students under the vocational education program.

08-01-0411 Guidance salaries. Gross salaries of professional counseling personnel.

08-01-0413 Clerical salaries. Gross salaries of secretarial and clerical personnel for guidance.

SUPPORTIVE SERVICES--contd.

8-01-0458 Guidance travel expenses. Expenses for approved guidance travel.

8-01-0459 Other guidance expenses. All other guidance expenses.

MAINTENANCE OF PLANT: Expenditures for the maintenance of equipment.

8-01-0734 Repair and maintenance. Repair and maintenance expenses of instructional equipment.

OTHER CURRENT CHARGES: Expenditures of a generally recurrent nature which are not readily allocable to other expenditure accounts.

8-01-1021 Social Security. Employer's contribution for social security.

8-01-1022 Teachers' retirement. Employers' contribution to teachers' retirement.

8-01-1023 Public employees' retirement. Employers' contribution to public employees' retirement.

8-01-1024 Unemployment Compensation. Employer's contribution to Unemployment Compensation.

8-01-1056 Rental of lands and buildings. Expenses for the rental of lands and buildings used in the vocational education program. Rental of equipment is found under the function for which it is used.

8-01-1057 Insurance. Premiums for State Compensation Insurance only.

8-01-1059 Other expenses. All other expenses of a general recurrent nature that cannot be regarded under other current expense items. Specify.

CAPITAL OUTLAY: Expenditures for capital outlay includes initial or additional equipment.

8-01-1164 Instructional major equipment. Expenses for initial or additional items of equipment having a unit cost of \$300 or more.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena 59601

U.S. OFFICE OF EDUCATION
OCCUPATIONAL CODES AND TITLES

AGRICULTURE

01.0100 Agricultural Production
01.0200 Agricultural Supplies & Services
01.0300 Agricultural Mechanics
01.0400 Agricultural Products
01.0500 Ornamental Horticulture
01.0600 Agricultural Resources
01.0700 Forestry
01.9900 Other Agriculture

DISTRIBUTION

04.0100 Advertising Services
04.0200 Apparel and Accessories
04.0300 Automotive
04.0400 Finance and Credit
04.0500 Floristry
04.0600 Food Distribution
04.0700 Food Services
04.0800 General Merchandise
04.0900 Hardware, Building Materials
04.1000 Home Furnishings
04.1100 Hotel and Lodging
04.1200 Industrial Marketing
04.1300 Insurance
04.1400 International Trade
04.1500 Personal Services
04.1600 Petroleum
04.1700 Real Estate
04.1800 Recreation and Tourism
04.1900 Transportation
04.2000 Retail Trade, Other
04.3100 Wholesale Trade, Other
04.9900 Other Distribution

HEALTH

07.0101 Dental Assistant
07.0102 Dental Hygienist (Associate Degree)
07.0103 Dental Laboratory Technology
07.0199 Other Dental
07.0203 Medical Laboratory Assisting
07.0299 Other Medical Laboratory Technology
07.0301 Nursing (Associate Degree)
07.0302 Practical (Vocational) Nursing
07.0303 Nursing Assistant (Aide)
07.0305 Surgical Technology
07.0399 Other Nursing

HEALTH--contd.

07.0401 Occupational Therapy
07.0402 Physical Therapy
07.0499 Other Rehabilitation
07.0501 Radiologic Technology
07.0503 Nuclear Medical Technology
07.0599 Other Radiologic
07.0600 Ophthalmic
07.0700 Environmental Health
07.0800 Mental Health Technology
07.0903 Inhalation Therapy Technology
(Respiratory)
07.0904 Medical Assistant
07.0906 Health Aide
07.0907 Medical Emergency Technician
07.0909 Mortuary Science
07.9900 Other Health

CONSUMER AND HOMEMAKING

09.0101 Comprehensive Homemaking
09.0102 Child Development
09.0103 Clothing and Textiles
09.0104 Consumer Education
09.0106 Family Relations
09.0107 Food and Nutrition
09.0108 Home Management
09.0109 Housing and Home Furnishings
09.0199 Other Consumer and Homemaking

HOME ECONOMICS OCCUPATIONAL
PREPARATION

09.0201 Care and Guidance of Children
09.0202 Clothing Management, Production
and Service
09.0203 Food Management, Production and
Service
09.0204 Home Furnishing, Equipment and
Service
09.0205 Institutional and Home Manage-
ment and Service
09.0299 Other Home Economics Occupational
Preparation (including HERO)

OFFICETRADES AND INDUSTRY--contd.

14.0100 Accounting and Computing Occupations
 14.0201 Computer and Console Operators
 14.0203 Programmers
 14.0299 Other Business Data Processing
 14.0300 Filing, Office Machines, Clerical Occupations
 14.0400 Information Communication Occupations
 14.0500 Materials Support, Transportation
 14.0600 Personnel Training and Related Occupations
 14.0700 Stenographic, Secretarial and Related Occupations
 14.0800 Supervisory and Administrative Management Occupations
 14.0900 Typing and Related Occupations
 14.9900 Other Office

TECHNICAL*

16.0101 Aeronautical Technology
 16.0103 Architectural Technology
 16.0104 Automotive Technology
 16.0105 Chemical Technology
 16.0106 Civil Technology
 16.0107 Electrical Technology
 16.0108 Electronic Technology
 16.0109 Electromechanical Technology
 16.0110 Environmental Control Technology
 16.0111 Industrial Technology
 16.0112 Instrumental Technology
 16.0113 Mechanical Technology
 16.0114 Metallurgical Technology
 16.0117 Scientific Data Technology
 16.0601 Commercial Pilot Training
 16.0602 Fire and Fire Safety Technology
 16.0603 Forestry Technology
 16.0604 Oceanographic Technology
 16.0605 Police Science
 16.9901 Air Pollution Technology
 16.9902 Water and Waste Water Technology
 16.9900 Other Technical

TRADES AND INDUSTRY

17.0100 Air Conditioning
 17.0200 Appliance Repair
 17.0301 Body and Fender Repair
 17.0302 Auto Mechanics

17.0399 Other Automotive
 17.0400 Aviation Occupations
 17.0500 Blueprint Reading
 17.0600 Business Machine Maintenance
 17.0700 Commercial Art Occupation
 17.0800 Commercial Fishery Occupations
 17.0900 Commercial Photography Occupations
 17.1001 Carpentry
 17.1002 Electricity
 17.1003 Heavy Equipment Operation and Maint.
 17.1004 Masonry
 17.1007 Plumbing and Pipefitting
 17.1099 Other Construction and Maintenance
 17.1100 Custodial Service
 17.1200 Diesel Mechanic
 17.1300 Drafting Occupations
 17.1400 Electrical Occupations
 17.1500 Electronic Occupations
 17.1600 Fabric Maintenance Services
 17.1700 Foremanship Supervisor and Management Development
 17.1900 Graphic Arts Occupations
 17.2000 Industrial Atomic Energy Occupations
 17.2100 Instrument Maintenance and Repair
 17.2200 Maritime Occupations
 17.2302 Machine Shop
 17.2303 Machine Tool Operation
 17.2305 Sheet Metal
 17.2306 Welding and Cutting
 17.2307 Tool and Die Making
 17.2399 Other Metalworking Occupations
 17.2400 Metallurgy Occupations
 17.2601 Barbering
 17.2602 Cosmetology
 17.2609 Other Personal Services
 17.2700 Plastics Occupations
 17.2801 Fireman Training
 17.2802 Law Enforcement Training
 17.2899 Other Public Services
 17.2900 Quantity Food Occupations
 17.3000 Refrigeration
 17.3100 Small Engine Repair
 17.3200 Stationary Energy Sources Occupations
 17.3300 Textile Production and Fabrication
 17.3400 Leather Working
 17.3500 Upholstering
 17.3600 Woodworking Occupations
 17.9900 Other Trades and Industry

*Generally postsecondary programs.

The following criteria will be used in evaluating and approving applications for supplementary vocational education program funds.

I. SCOPE

Supplementary vocational education program funds will be used to provide assistance to local educational agencies for establishment of new vocational education programs and to expand or upgrade existing programs. Funds will be used to assist in providing quality vocational education in light of current employment opportunities and will be suited to the needs, interests and abilities of those people enrolled in such programs.

Supplementary vocational education funds are intended to be used to supplement regular funding. These funds can be used only to purchase major and minor equipment.

II. INSTRUCTOR

The vocational education instructor(s) involved in the programs for which supplementary funding is requested will hold valid teaching certificate(s) and meet the requirements in the Montana State Plan for Vocational Education. Such qualifications shall be filed with the Office of Public Instruction.

III. REQUIREMENTS

A. Program Planning

Evidence must be shown that planning has involved, but is not limited to, the following:

1. Local advisory councils
2. Teachers
3. Students
4. Administrative staff
5. Local board of trustees
6. Office of Public Instruction
7. Others

B. Local Commitment

Documentation of local board of trustees commitment to this project, such as new or expanded facilities or commitment of local funds, can be provided through board minutes or written statements.

C. Effect on Total Vocational Education Program

Supplementary funds will have implication for the total vocational education program of the school, aligned with the Local Plan for Vocational Education (F3025). In some cases, the effect on students may be between school systems working on a shared service basis, such as utilization of vocational education facilities, equipment and instructional personnel.

D. Curriculum

1. Project funds will directly affect adding a new curriculum or upgrading, revising or modifying the present curriculum.
2. The curriculum will be commensurate with and will lend itself to the fulfillment of the vocational education objectives of the students.
3. Curriculum revision will be aligned with current employment trends in the community, state and nation.
4. Consideration will be given to the involvement of vocational student organizations.

E. Budget

The budget will be congruent with the size of the project and the number of students involved.

IV. FACILITIES AND EQUIPMENT

A. Facilities

Existing or planned facilities must be commensurate with this project request.

B. Equipment

The purchase of equipment will be relevant to the equipment used in business and industry for which this project request is intended.

V. EVALUATION

- A. Plans for evaluating this proposed program upon project completion and for two years subsequent must be submitted. The evaluation should identify effect of the project on vocational education programs. Documentation of the evaluation must be submitted annually to the Department of Vocational and Occupational Services. Such documentation will include written evidence containing:

1. Changes, revisions or modification in curriculum or new curriculum.
2. Effects and benefits to other vocational education areas.
3. Effect on program enrollment.
4. Effect on establishment of vocational student organizations.
5. Effect on student employment (in program and upon program completion).
6. Effect in confirming career objectives.
7. Community effect.

This data can be obtained from students, staff administration, board of trustees and other groups.

Schools receiving supplementary funds may be asked to respond to inquiries from other schools desiring to implement similar programs.

VI. PROJECT SELECTION

Using the above criteria, project selection(s) will be made by a team review from the Office of Public Instruction.

APPENDIX M

COORDINATION OF VOCATIONAL EDUCATION WITH CAREER EDUCATION

The purpose of the following description is to clarify the wide-spread lack of understanding of the differences between vocational and career education.

Vocational education has one major objective - to prepare persons for entry level employment as wage earners in recognized occupations of less than professional level and to succeed and advance in that employment. To meet this objective, enrollees in vocational programs are provided with skills, attitudes, abilities, knowledge of safe work habits, and appreciation of the world of work. Vocational education programs in Montana usually begin at the 9th grade level and policy formulated by the Board of Public Education does not permit funding for programs below that level.¹

Career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life.

Career education is related to vocational education but different in several distinct ways:

- (1) Career education is for all persons, whereas vocational education concentrates primarily on people seeking an occupational career below the baccalaureate level.
- (2) Career education emphasizes paid and unpaid work in the life of individuals, while vocational education emphasizes preparation for paid employment only.

The career education planning effort for Montana will commence in July of 1977 with the information of a Career Education Advisory Group. The members of this group will be widely representative of business, industry, labor, education and government. Several members will be included from vocational education.

The resulting State Plan for Career Education will recognize the relationship between career education and vocational education. The Career Education Advisory Group, using the expertise of its representatives from vocational education, will include within the State Plan a framework for articulation and cooperation between career education and vocational education. This framework will include provisions for establishment of a communications link and will recognize areas which call for special cooperation between career and vocational education, such as work experience, career information, career guidance and job placement.

1. Policies for Vocational Education in Montana Board of Public Education, September 1976. Approved December 1976.

APPENDIX N

COORDINATION BETWEEN CETA TITLE I (INSTITUTIONAL TRAINING) AND VOCATIONAL EDUCATION

Vocational Education and the Comprehensive Employment and Training Act of 1973 (as amended):

Institutional training for jobs is the charge specified in the subgrants between the Governor's Employment and Training Council and the Office of Public Instruction. The training is brought about by the utilization of funds from two sources under Title I of this Act.

The first source is used for vocational training in established training institutions of predetermined quality; namely, the five area vocational technical schools, the three community colleges, the various Indian sponsored vocational schools on the Indian reservations and in the licensed proprietary schools.

The second source of funding is from an earmarked grant specified in the Act as the 5% special grant to the Governor. The Governor provides these funds to the legally responsible office for vocational education. In Montana, this responsible office is the Board of Public Education (Board for Vocational Education) and is administered through the legally designated administrator, the Superintendent of Public Instruction.

The 5% funds in Montana have been used for administration, services, prevocational and basic education. Plans for fiscal year 1978 and fiscal year 1979 included in the long range five year plan will have the 5% special grant funds used to prepare people for skill training through academic upgrading and orientation to the world of work.

Coordination of CETA, vocational education and other manpower training programs in Montana is accomplished through a variety of methods. The Office of Public Instruction is represented with voting membership on the Governor's Employment and Training Council, the Manpower Services Council and the Operations Committee (See Appendix G), and reviews all programs operated through CETA funding. A member of the Governor's Employment and Training Council has membership on the State Advisory Council for Vocational Education and State Planning Council for Vocational Education and reviews programs to be sponsored by vocational education funds. Additionally, at the state level Montana is implementing a centralized student accounting system that will include enrollment, completion and followup of all students trained through programs funded by CETA and vocational education. This system will provide uniform student accounting which will eliminate duplicate student counts and provide for increased fiscal and program accountability.

At the local level coordination of CETA, vocational education and other manpower programs is facilitated through joint local operations committees which meet weekly to review programs to be operated in the

APPENDIX N (Continued)

area of the state they serve. Additionally, all applications for vocational education assistance must provide a description of methods used to coordinate the programs being planned with other manpower training programs in the area to be served.

APPENDIX O

The Bylaws of the
Comprehensive Employment and Training Act of 1973
Operations Committee

The Operations Committee is established in the fiscal year 1977 Letter of Agreement made and entered into by the Employment Security Division of the Department of Labor and Industry, the Department of Vocational and Occupational Services of the Office of Public Instruction, and approved by the Governor's Employment and Training Council for the purpose of facilitating delivery and assuring coordination of classroom training and services to participants activities described in Title I of the Comprehensive Employment and Training Act of 1973 (CETA), as amended. The Operations Committee shall work toward this purpose within the following bylaws:

Responsibilities

1. To review and approve all classroom training and services to participants' projects, both individual referral and class-sized.
 - a) ES to determine the ability needed for long term placement.
 - b) Vo-ed to determine the training needed to reach the needed ability.
 - c) Each agency has the right to call for arbitration by the GETC.
2. To monitor approved projects.
3. To obtain and review data for the purpose of planning for needed training and services projects.
4. To maintain local operator coordination.

Mechanics

1. A current course approval form with budget and narrative information attached will be completed for each project submitted for approval and, for individual referral projects, will include a general breakdown by quarter and occupation of slots purchased.
2. Upon approval by the Governor's Employment and Training Council, each project will be assigned an "Activity Training Code" for use on each CETA Client Intake form.

APPENDIX 0 (Continued)

3. Individual referral projects at the Billings, Great Falls and Missoula Vocational Technical Centers must be budgeted for by school. The remainder may be grouped together on a "balance of state" course approval form. Separate budgets for any individual referral project may be requested by the Operations Committee.
4. A separate course approval form is required for any project originated in whole or in part through CETA funding.
5. During its operation, a project is subject to revision through the Operations Committee with the consent of the Governor's Employment and Training Council when:
 - a) there is more than a 15% change in a budget line item.
 - b) there is material change in course content, direction, length, etc.
 - c) there are other circumstances as appropriate.

Timeline

1. Most individual referral slot reservations should be determined by quarter and school two months prior to the beginning of the fiscal year.
2. Class sized project suggestions should be presented to the Operations Committee at least six weeks prior to scheduled start date.
3. Completed course approval forms should be submitted to the Operations Committee at least four weeks prior to scheduled start date.
4. The Governor's Employment and Training Council should notify the committee of decisions on any project at least three weeks prior to scheduled start date.
5. Any project is subject to revision through the Operations Committee, with the consent of the Governor's Employment and Training Council, at any time.

Revisions

These bylaws may be revised upon agreement of the Operations Committee and approval of the Governor's Employment and Training Council.

APPENDIX O (Continued)

GOVERNOR'S EMPLOYMENT AND TRAINING COUNCIL

Governor
 Concentrated Employment
 Program (CEP)
 Dept. Community Affairs (DCA)
 Employment Security (ES)
 Dept. Social Rehab. Services
 Office Public Instruction

AFL-CIO
 Chamber of Commerce
 Cities-Towns
 Assn. Counties
 Industry
 Farm

Montana United Indian Association
 (MUIA)
 Montana State Low Income Organization
 (MSLIO)
 Inter-Tribal Policy Board (ITPB)
 Human Resources Division
 Client
 Women's Bureau

PLANNING COUNCIL

ES	Cities-Towns
Publ. Instr.	Assn. Counties
AFL-CIO	Farm
MSLIO	Human Resources
MUIA	Women's Bureau
ITPB	Industry
DCA	

SERVICES COUNCIL

CEP	AFL-CIO
ES	Industry
Publ. Instr.	Gen'l Public/Client
MUIA	Human Resources
ITPB	

POLICY SUBCOMMITTEE

ES	Cities-Towns
Publ. Instr.	Assn. Counties
AFL-CIO	Human Resources

OPERATIONS COMMITTEE

Pub. Inst.
 Jobs Services
 Governor's Emp. & Training Council,
 Office Representative

APPENDIX P

LETTER OF AGREEMENT

LETTER NO: 58264

Agency A:

Contractor:

Governor's OfficeEmployment Security DivisionEmployment and Training CouncilDepartment of Labor and Industry

Agency B:

Department of Occupational andVocational ServicesDepartment of Public InstructionState of Montana

Agency C:

Rehabilitative Services DivisionDepartment of Social andRehabilitation Services

This agreement is made and entered into by the Governor's Office, Employment and Training Council, hereinafter referred to as Agency A; Department of Occupational and Vocational Services, the Department of Public Instruction, hereinafter referred to as Agency B; and Rehabilitative Services, Department of Social and Rehabilitation Services, hereinafter referred to as Agency C; and the Employment Security Division, Department of Labor and Industry, hereinafter referred to as Contractor for the purpose of establishing a State Occupational Information Coordinating Committee. This agreement consists of this sheet, Project Activity and Time Schedule, and Project Budget.

Letter Number: 58264

Page 1 of 5 Pages

Obligation

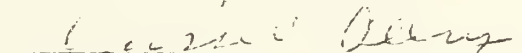
Upon receipt of funding by the National Occupational Information Coordinating Committee (NOICC), the State Occupational Coordinating Committee (SOICC), composed of the administrators of Agencies A, B, C, and Contractor Agency, shall establish general Policy and Procedures. Montana SOICC shall select a chairman to act as a representative to NOICC. Montana SOICC shall select a technical steering committee. This steering committee, with Montana's SOICC approval, shall select a SOICC Project Analyst. The Project Analyst will be assigned to the Contractor Agency and be under their administrative control on a day to day basis. The Project Analyst will report to the steering committee through the Contractor Agency representative. Total funding for this contract shall be \$65,000 provided by NOICC. The Governor's Employment and Training Council shall serve as fiscal agent to SOICC. These funds cover the period October 1, 1977 through September 30, 1978.

Approved for the Contractor by:

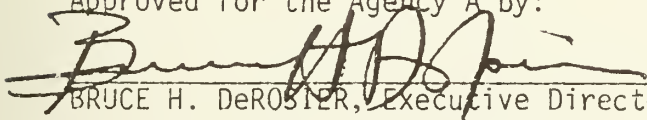


FRED BARRETT, Administrator
Employment Security Division
Department of Labor and Industry

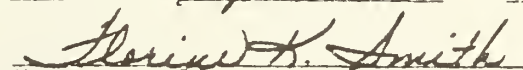
SUBSCRIBED and SWORN TO before me this 24th day of September, 1977


Notary Public for the State of Montana
Residing at Helena, Montana
My Commission expires 12-1-78

Approved for the Agency A by:


BRUCE H. DeROSIER, Executive Director
Employment and Training Council
Governor's Office

SUBSCRIBED and SWORN TO before me this 23rd day of September, 1977


Notary Public for the State of Montana
Residing at Helena, Montana
My Commission expires 9-21-79

Approved for Agency B by:

Georgia Ruth Rice
 GEORGIA RUTH RICE
 Superintendent of Public Instruction

SUBSCRIBED and SWORN TO before me this 29th day of September, 19 77

Donna P. ...
 Notary Public for the State of Montana
 Residing at Helena, Montana
 My Commission expires April 4, 1979

Approved for Agency C by:

W. R. Donaldson
 W. R. DONALDSON, Administrator
 Rehabilitative Services Division
 Department of Social and
 Rehabilitation Services

SUBSCRIBED and SWORN TO before me this 29th day of September, 19 77

Donaldson
 Notary Public for the State of Montana
 Residing at Helena, Montana
 My Commission expires 12-16-78

PART A

Project Activity and Time Schedule

October 1 - October 31

Establish Technical Steering Committee.

November 1 - January 31

Establish Occupational Information Producers and Users needs.

February 1 - June 30

Conduct data gathering process.

July 1 - September 30

Provide analysis of collected occupational information and disseminate it.

OCCUPATIONAL INFORMATION PROGRAM
EMPLOYMENT SECURITY DIVISION

Budget Proposal for the period of October 1, 1977 thru September 30, 1978.

I.	Total Funds Available:	\$65,000
II.	Expenditure Estimates for Period	
	A. Personal Services	
	Salaries 1./	\$45,200
	Personnel Benefits	<u>6,800</u>
	TOTAL	<u>\$52,000</u>
	B. Non-Personal Services	
	Travel & Misc.	<u>\$13,000</u>
III.	GRAND TOTAL	<u>\$65,000</u>
		<hr/>
1./	Salaries:	
	1. Project Analyst	\$23,265
	2. Asst. Analyst	<u>21,835</u>
		<u>\$45,200</u>
		<hr/>

APPENDIX Q

MONTANA ADVISORY COUNCIL RECOMMENDATIONS FISCAL YEAR 1977

The following recommendations are directed to the Board of Public Education from the Council. They are submitted after extensive consideration of the present funding support system for vocational education in Montana. The major reference utilized by the Council in arriving at these recommendations was the study referred to on page 14. This was supplemented by information from state and local staff members working in vocational education, and review of the present state and federal statutes dealing with funding of vocational education programs.

The recommendations are presented with intent to encourage a continued growth and development of the vocational education system in Montana.

RECOMMENDATION ONE

The Council recommends that a different basis for supporting vocational education programs be adopted, which would assure that state and local funds be invested to enhance, enlarge, and enrich programs, and also fulfill the greatest manpower needs. We suggest two alternative methods for disbursing vocational education funds:

1. Initial costs of equipment for vocational education courses can deter a school from initiating a new program. To overcome this, the state could fund "start-up" costs of new programs.
2. Instead of reimbursing after the fact, the state could grant money in advance to schools for specific vocational education programs in the current year. Controls should be established which would assure the funds are being spent for the intended purpose.

RECOMMENDATION TWO

To assist in properly funding vocational education to meet the needs in Montana, the Board of Public Education should establish the role for each type of institution offering vocational education, and clearly define the scope of its programs.

RECOMMENDATION THREE

A uniform system of accounting for all vocational education funds, (local, state, and federal) should be developed for use by all schools. Financial reports using the uniform system should be submitted to the Board of Public Education.

RECOMMENDATION FOUR

To eliminate the misunderstanding regarding the use of federal vocational education funds, the Council recommends amendment of Section 75-7212, RCM 1947 to remove the apparent conflict with Section 75-7705, RCM 1947.

APPENDIX R

SUMMARY OF VIEWS EXPRESSED
AT THE
PUBLIC HEARING

The following recommendations were expressed at the Public Hearings held on the Five Year Plan and have not been incorporated into the Plan. The State Board has responded to each recommendation and the actions and responses of the Board are listed below.

1. RECOMMENDATION

- A. The State Board reconsider the priorities assigned to the funding formula and establish a method for equitable distribution of all available funds for vocational education programs.
- B. The State Board reconsider the priorities assigned to the funding formula and move the Community Colleges and Northern Montana College to a higher level.
- C. The State Board reconsider the priorities assigned to the funding formula and, in view of the legislative intent to discontinue funding of secondary school programs, eliminate secondary level programs from the first priority.
- D. The State Board reconsider priorities assigned to the funding formula and base decisions to approve financial support on an individual program basis instead of on a categorical priority funding basis.

ACTION/RESPONSE

The State Board partially reflects the views of the respondents in the Five Year Plan. Sections 120, 134, 140, and 150 program funding will be allocated on the basis of a list of priorities assigned to the funding formula.

2. RECOMMENDATION

The State Board clarify the procedures which are to guide the administration of forward funding.

ACTION/RESPONSE

The State Board concurs with the view of the respondent and directs the Office of Public Instruction to develop procedures for implementing forward funding which will be included in future annual plans.

3. RECOMMENDATION

The State Board clarify its policy in regard to proximity and accessibility of vocational training provided to citizens of Montana.

ACTION/RESPONSE

The State Board cites Section 75-7707 of the School Laws of Montana of 1971 in response to this recommendation. "Post-secondary vocational-technical centers shall be designated by the board of (public) education only upon direction of the legislature."

4. RECOMMENDATION

The State Board direct the updating of demographic data and information included within the plan.

ACTION/RESPONSE

The State Board clarifies, in response to this recommendation, that information contained in the Five Year Plan is the most current information available at this time and that all information will be updated, as available, in each future Annual Plan.

5. RECOMMENDATION

The State Board carefully examine the rationale for relating manpower statistics to actual education and training.

ACTION/RESPONSE

The State Board cites Section 106(a)(4) of P. L. 94-482 in response to this recommendation.

"That funds will be distributed to eligible recipients on the basis of annual applications which...(c) describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community."

6. RECOMMENDATION

The State Board reconsider the format in which the information supplied in Tables IV through X is supplied, and develop one comprehensive table that could clarify the information being offered.

ACTION/RESPONSE

The State Board appreciates the views of the respondent and directs that this recommendation be considered for future annual plans.

7. RECOMMENDATION

The State Board adopt the original budget developed by the Planning Council to more closely comply with the "minimum continuing effort requirement and categorical set-asides" intended by P. L. 94-482.

ACTION/RESPONSE

The State Board rejects the views of the respondent and notes that funding decisions made by the State Board have been prescribed by the 45th Legislature through House Bill 145 and by the Legislative Fiscal Analyst's report as outlined in the Introduction to the Five Year Plan.

8. RECOMMENDATION

The State Board clarify the procedures to be followed by users of of the Plan in applying for funding for disadvantaged and handicapped programs.

ACTION/RESPONSE

The State Board accepts the view of the respondent and directs staff to develop a procedural manual to be disseminated with future annual plans. In the interim, federal guidelines will be followed as closely as possible.

9. RECOMMENDATION

The State Board reconsider the decrease in set aside funds for disadvantaged and handicapped programs.

ACTION/RESPONSE

The State Board rejects the view of the respondent and cites House Bill 145 of the 45th Legislature which prescribes that the allocation for postsecondary vocational-technical centers be made off the top of the federal grant.

10. RECOMMENDATION

The State Board examine the value of increasing the length of time students are provided training under CETA funding.

ACTION/RESPONSE

The State Board accepts the view of the respondent and directs that Montana CETA policies and guidelines be investigated and reviewed, and recommends that follow-up job placement studies of students funded through CETA be conducted by the Governor's Manpower and Training Council.

11. RECOMMENDATION

The State Board include an eastern Montana high school as one of the three examples of funding provided which precede the 1978 Annual Plan within the Five Year Plan.

ACTION/RESPONSE

The State Board rejects the view of the respondent and explains its action by noting that the three examples were not selected on a geographical basis. The first school represents a low formula rating, the second a midrange formula rating, and the third a high formula rating.

12. RECOMMENDATION

The State Board allow the Montana Vocational Association additional time to review a complete draft of the Five Year Plan and to become involved in planning efforts.

ACTION/RESPONSE

The State Board rejects the view of the respondent and notes in clarification that the Montana Vocational Association was requested by the Board and did appoint two persons to represent that organization on the Planning Council for Vocational Education which was closely involved in the development of the Five Year Plan. The State Board wishes to note, however, that the time constraints under which the the Plan was developed did preclude the level of public participation desired by the Board.

13. RECOMMENDATION

The State Board revise the format of the Five Year Plan to simplify it for the "user" and to provide a smooth transition from section to section.

ACTION/RESPONSE

The State Board accepts the view of the respondent and directs that a users handbook be developed to accompany the 1979 Annual Plan.

14. RECOMMENDATION

The State Board expand the number of Human Potential Development Consultants in order to increase the Consultants' actual outreach into local institutions.

ACTION/RESPONSE

The State Board rejects the view of the respondent and notes that due to current funding levels, taking this action is not possible.

APPENDIX S

June 29, 1977

RECEIVED

JUL - 5 1977

SUPERINTENDENT
OF PUBLIC INSTRUCTION

Mr. Earl Barlow, Chairman
State Board of Public Education
c/o Browning Public Schools
Browning, Montana 59417

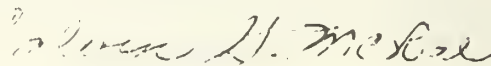
Dear Mr. Barlow:

I am a member of the State Vocational Committee to design the Five Year Plan for vocational education for the State of Montana. My position on the Committee is to represent the School Administrators of Montana.

I want to express a concern that I have regarding the State Boards decision to allocate federal money, other than by the formula provided by the Federal Government. I feel action taken by the State Board seriously jeopardizes federal vocational money for the State of Montana and is in violation of P.L. 94-482. The action taken also seriously reduces the funds available for secondary schools which were already decreased by the State Legislature. Secondary schools are presently training more people in vocational education programs than any other single group. The secondary level is where students are able to explore and train at the same time. Many secondary students are put on the job after graduation. With this need satisfied, many students do not have a further need for training at postsecondary institutions.

I want to recommend that the State Board follow the federal guidelines for set asides as they apply to the federal money for vocational education. This is in the best interest of the secondary schools in Montana.

Sincerely,



Calvin G. McRae
Superintendent of Schools
Worden, Montana

cc. Georgia Rice

RESPONSE TO MINORITY REPORT

Allocation of Federal funds has been revised in accordance with Federal Regulations and was adopted by the Board. Refer to page 42.

Allocation of Federal funds for secondary purposes is restricted by State legislative mandate.

APPENDIX T

DIRECTORY

DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibility</u>	<u>Address</u>	<u>Telephone</u>
Gordon Warner	Administrator	Administration and Supervision of Secondary Programs	State Capitol	449-3126
Larry Key	Administrator(Acting)	Administration and Supervision of Postsecondary Programs	State Capitol	449-2087
Betty Lou Hoffman	Manager	Field Services	State Capitol	449-3126
Larry Johnson	Manager	Program Development (Research Curriculum Development, Exemplary and Innovative)	State Capitol	449-2087
Leonard Lombardi	Consultant	Agriculture Education and FFA	State Capitol	449-3126
Bill Fife	Consultant	Business and Office Education and OEA	State Capitol	449-3126
Barbara Crebo	Consultant	Health Occupations Education and Vocational Education Professional Development	State Capitol	449-2087
Flora Martin	Consultant	Consumer and Homemaking Education and Wage Earning Home Economics	State Capitol	449-2087
Jeff Wulf	Consultant	Trade and Industrial Education, Technical Education and VICA	State Capitol	449-2087
Gary Bores	Consultant	Marketing and Distributive Education, Cooperative Education and DECA	State Capitol	449-2087

DIRECTORY

DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibilities</u>	<u>Address</u>	<u>Telephone</u>
Jim Golden	Consultant	Special Needs (Disadvantaged and Handicapped), Depressed Areas	State Capitol	449-2087
Sara (Sally) Moore	Consultant	Human Potential Consultant	State Capitol	449-3126
Montez Briggs	Vocational Guidance Assistant	Project VIEW (Vital Information for Education and Work)	State Capitol	449-2087
Neal Christensen	Consultant	Vocational Guidance and Counseling	State Capitol	449-2080

